# Magnolia Public Schools

## Regular Board Meeting

**Date and Time**

Monday June 17, 2024 at 3:30 PM PDT

**Location**

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

**Access to the Board Meeting**

Teleconferencing locations are provided at each Magnolia Science Academy school site:

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)

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

- Radisson Blu Toronto Downtown (249 Queens W, Toronto, ON M5J 2N5, Canada) - **Dr. Umit Yapanel**

**Dialing information for this meeting is included below:**
**Dial in:** 1-669-444-9171
**Meeting ID:** 978 5606 4990 - **Passcode:** 021250

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

**Accessibility**

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection.

**Public Comment Procedures**

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

Please note that the agenda presenting times for when that item will be discussed, or taken action on, is subject to change on the day of the Board meeting to accommodate public speaker times indicated above.

For any questions regarding this meeting please email board@magnoliapublicschools.org or call (213) 628-3634 ext. 21101.

**Board Members:**

Mr. Mekan Muhammedov, Chair

Ms. Sandra Covarrubias, Vice-Chair

Dr. Umit Yapanel

Dr. Salih Dikbas

Ms. Diane Gonzalez

Mrs. Esra Eldem Tunc

**Student Board Member:**

Melissa De La Rosa Aparicio

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

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## Agenda

|  |  | Purpose | Presenter | Time |
|---|---|---|---|---|
| **I.** | **Opening Items** |  |  | **3:30 PM** |
|  | Opening Items |  |  |  |
| **A.** | Call the Meeting to Order |  |  | 1 m |
| **B.** | Pledge of Allegiance |  |  | 1 m |
| **C.** | Record Attendance and Guests |  |  | 1 m |
| **D.** | Approval of Agenda | Vote |  | 1 m |
| **E.** | Public Comments |  |  | 6 m |
| **F.** | Approval of Minutes from MPS Regular Board Meeting - June 7, 2024 | Approve Minutes |  | 1 m |
| **II.** | **Closed Session** |  |  | **3:41 PM** |
| **A.** | Public Announcement of Closed Session | FYI |  | 1 m |
| **B.** | Public Employee Performance Evaluation (§ 54957) - Title: CEO & Superintendent |  |  | 40 m |
| **C.** | Report Out of Closed Session | FYI |  | 1 m |
| **III.** | **Information/Discussion Items** |  |  | **4:23 PM** |
| **A.** | Student Board Member Presentations for 2024-25 | Discuss | Jason Hernandez | 40 m |
| **B.** | MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard | Discuss | David Yilmaz | 5 m |
| **C.** | Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS | Discuss | David Yilmaz | 10 m |
| **D.** | Public Hearing for 2024-25 Adopted Budgets for All MPS | Discuss | Steve Budhraja | 20 m |

| | | | Purpose | Presenter | Time |
|---|---|---|---|---|---|
| | E. | Facilities Projects Updates | Discuss | Facilities Department | 15 m |
| **IV.** | **Action Items** | | | | **5:53 PM** |
| | A. | Appointment of 2024-25 MPS Board Officers | Vote | Alfredo Rubalcava | 3 m |
| | B. | Approval of Local Control and Accountability Plans (LCAP) for All MPS | Vote | David Yilmaz | 5 m |
| | C. | Approval of the 2024-25 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy | Vote | Steve Budhraja | 10 m |
| | D. | Approval of the MPS Annual Master List of Contracts for the 2024-25 Fiscal Year | Vote | Steve Budhraja | 5 m |
| | E. | Approval of the Revised MPS Fiscal Policies and Procedures Manual for 2024-25 | Vote | Steve Budhraja | 15 m |
| | F. | Approval of MPS Safety Manual & Injury and Illness Prevention Program with COVID-19 Prevention Procedures | Vote | Suat Acar | 5 m |
| | G. | Approval of MPS Workplace Violence Prevention Plan | Vote | Suat Acar | 5 m |
| | H. | Approval of MPS Students Policy on the Education of Students Experiencing Homelessness | Vote | Jason Hernandez | 8 m |
| | I. | Approval of 2024-25 MPS Employee Handbook | Vote | Fiorella Del Carpio | 15 m |
| | J. | Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease | Vote | Patrick Ontiveros | 10 m |
| | K. | Approval of DLR Add Service Proposals for MSA-5 7111 Winnetka Ave Construction Project | Vote | Patrick Ontiveros | 10 m |
| | L. | Approval of Resolutions Implementing Prequalification of Construction Contractors Under Public Contract Code Section 20111.6 for the MSA-5 Project at 7111 Winnetka Ave. | Vote | Patrick Ontiveros | 10 m |

|  |  | Purpose | Presenter | Time |
|---|---|---|---|---|
| **M.** | Approval of CEO Comparable Compensation Data | Vote | Mekan Muhammedov | 5 m |
| **N.** | Approval of CEO Contract Renewal & 2024-25 CEO Metrics | Vote | Mekan Muhammedov | 10 m |

| **V.** | **Information/Discussion Items** | | | **7:49 PM** |
|---|---|---|---|---|
| **A.** | MPS Progress towards CDE Significant Disproportionality Compliance | Discuss | Artis Callaham | 10 m |

| **VI.** | **Closing Items** | | | **7:59 PM** |
|---|---|---|---|---|
| **A.** | Adjourn Meeting | | | 1 m |

# Coversheet

## Approval of Minutes from MPS Regular Board Meeting - June 7, 2024

**Section:**    I. Opening Items
**Item:**     F. Approval of Minutes from MPS Regular Board Meeting - June 7, 2024
**Purpose:**    Approve Minutes
**Submitted by:**
**Related Material:**  Minutes for Regular Board Meeting on June 7, 2024

# Magnolia Public Schools

# **Minutes**

## Regular Board Meeting

**Date and Time**
Friday June 7, 2024 at 3:00 PM

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

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

**Student Board Member:**
Melissa De La Rosa Aparicio

**CEO & Superintendent:**
Mr. Alfredo Rubalcava

**Directors Present**
D. Gonzalez, E. Eldem Tunc, M. Muhammedov (remote), S. Covarrubias, U. Yapanel

**Directors Absent**
S. Dikbas

**Guests Present**

J. Lara

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## I. Opening Items

### A. Call the Meeting to Order

S. Covarrubias called a meeting of the board of directors of Magnolia Public Schools to order on Friday Jun 7, 2024 at 3:20 PM.

### B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

### C. Record Attendance and Guests

It was publicly stated that M. Muhammedov was joining from 9272 Jeronimo Rd. STE 115, Irvine, CA. Refer to attendance information recorded above.

### D. Approval of Agenda

D. Gonzalez made a motion to approve the amended agenda with the removal of Action Item III A.
U. Yapanel seconded the motion.
P. Ontiveros, General Counsel & Director of Facilities, reported as to the reason for the removal Action Item III A
The board **VOTED** to approve the motion.

**Roll Call**

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

### E. Public Comments

M. Wittek, Principal MSA-7, reported that she will not be returning next year to the position of Principal at MSA-7. She thanked everyone for her 13 years at Magnolia Public Schools. She thanked the Board Members for coming to her school site and interacting with the students and staff. Board Members shared their sentiments and expressed well wishes to her future endeavors.

### F.

**Approval of Minutes from MPS Regular Board Meeting - May 9, 2024**

S. Covarrubias made a motion to approve the minutes from Regular Board Meeting on 05-09-24.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

**Roll Call**

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

G.  **Approval of Minutes from MPS Special Board Meeting - May 23, 2024**

S. Covarrubias made a motion to approve the minutes from Special Board Meeting on 05-23-24.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

**Roll Call**

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

## II. Consent Items

A.  **Approval of 2024-25 Certification of Assurances, Protected Prayer Certification, and Application for Funding**

U. Yapanel made a motion to approve the 2024-25 Certification of Assurances, Protected Prayer Certification, Application for Funding, Substitute System for Time Accounting and LCAP Federal Addendum Certification as presented.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

**Roll Call**

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

B.

**Approval of 2024-25 Certification of Signatures Form and Resolution**

U. Yapanel made a motion to approve the 2024-25 Certification of Signatures Form for Charter School Funds Distribution Authorization. Signatures will be effective July 1, 2024 through June 30, 2025. Signatories will include the CEO & Superintendent, Chief Financial Officer, Chief Operations Officer and MPS Board Members.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

**Roll Call**

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

C. **Approval of 2024-25 MPS Board Meeting Calendar**

D. Gonzalez made a motion to approve the calendar for 2024-25 Regular MPS Board Meeting Calendar.
U. Yapanel seconded the motion.
The board **VOTED** to approve the motion.

**Roll Call**

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

## III. Action Items

A. **Approval of DLR Add Service Proposals for MSA-5 7111 Winnetka Ave Construction Project**

This items was removed during the Approval of Agenda.

B. **Approval of Purchase of 7111 Winnetka Ave by MERF from MPM Sherman Winnetka LLC**

P. Ontiveros, General Counsel & Director of Facilities, reported that this relates to the Magnolia Science Academy (MSA)-5 project. He added that when the property was purchased, it was in the name of MPM Sherman Winnetka LLC. He reported that since then MPS had received an award from the state of California to acquire land and build a campus for MSA-5, however, one of the conditions for funding was that the school had to hold title and cannot have a separate LLC hold title. He added that this would be a

transfer of title to MERF from the LLC. He reported the Magnolia Properties Management (MPM) Inc., had approved the purchase and sale and now asking MERF to approve. Board questions were addressed by staff.

M. Muhammedov made a motion to approve the purchase of 7111 Winnetka Ave (the "Property") by MERF from MPM Sherman Winnetka LLC for a minimum purchase price of $10,150,000 or such price as MPS Staff may deem appropriate and in the best interest of MPS. MPS Staff further recommend and moves that the Board approve MPS Staff to negotiate a purchase a.

U. Yapanel seconded the motion.

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

**Roll Call**

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

C. **Approval of Revised 2024-25 Pay Raise Scale for Teachers & Non-Classroom Based Academic Positions and School Leaders**

F. Del Carpio, Chief People Officer, announced that in April 2024 the Board has approved the pay raise scale. She added that with the closing of the school year and the efforts to improve staffing needs to increase student outcome, staff identified alongside school Principals and the Leadership team to increase the positions points to the positions outlined in the proposal to ensure that the position is competitive. She also added that a substitute teacher pay policy would be added. Board members questions were addressed by staff.

D. Gonzalez made a motion to approve the revised 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic ("NCBA") Positions & School Leaders.

U. Yapanel seconded the motion.

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

**Roll Call**

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

D. **Approval of Revised MPS School Site Classified Employees' Pay Raise Schedule for 2024-25**

F. Del Carpio, Chief People Officer, reported that in doing an audit of the positions that MPS has currently within the pay scale, staff identified that Extended Learning Opportunities Program Site Coordinator was not within the pay scale. Therefore, the position would be added under classified school site position. Board members questions were addressed by staff and reported that this would be reflected in the budgets.

S. Covarrubias made a motion to approve the revised MPS school site classified employee's pay raise schedule for 2024-25 school year.

D. Gonzalez seconded the motion.

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

**Roll Call**

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

### E. Approval of Board Resolution for Creation and Elimination of Positions for MSA-Santa Ana Due To Restructure

F. Del Carpio, Chief People Officer, made the ask to the Board to approve the resolution effective for the next school year. She reported that the leadership at both Magnolia Science Academy (MSA)-Santa Ana and Home Office determined that based on the current enrollment and financial standing of the school site, it was best to move to a new Principal model which is eliminating the Co-Principal model. She added that the goals will continue to increase the enrollment and as part of the strategic planning, they will begin conversations around financial school modeling and planning and formalizing those. S. Keskinturk, Principal at MSA-Santa Ana, echoed the decision and reported that this would not affect the school's overall function.

U. Yapanel made a motion to approve the board resolution #20240607-01 for elimination of position(s) for MSA-Santa Ana due to restructure effective 2024-25 school year.

D. Gonzalez seconded the motion.

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

**Roll Call**

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

### F. Approval of Overview and Roadmap for Staffing and Organization of New Orange County Schools

F. Del Carpio, Chief People Officer, reported that the policy would allow establishment of slowly building the formation of the Orange County school site from the ground up. She added that they will be assigning staff to find school site and advocating for expansion before local agencies and community groups. She also reported that further actions include: identifying the selection of the school site, selecting staff that will be working on this front, negotiating lease and vendor agreements, planning instructional initial programs for long term growth, the planning and structuring staff for long term growth, and developing recruitment and outreach efforts in Orange County. She also added that the report contains the dob description of the founding Principal of the new Orange County school site. A. Rubalcava, CEO & Superintendent, added that the plan of opening schools would be based on a TK-12 model. Board members questions were addressed.

U. Yapanel made a motion to approve the overview and roadmap for staffing and organization of new Orange County schools.

M. Muhammedov seconded the motion.

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

**Roll Call**

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

G. **Approval of the Education Protection Act (EPA) Resolution for the 2024-25 School Year**

S. Budhraja, Chief Financial Officer, reported on the background of the EPA resolution that is adopted every year. Board members questions were clarified and addressed by staff.

U. Yapanel made a motion to approve the Resolution for the Education Protection Act for the 2024-25 School Year.

D. Gonzalez seconded the motion.

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

**Roll Call**

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

## IV. Closed Session

A. **Public Announcement of Closed Session**

S. Covarrubias announced that the Board will be going into closed session to discuss public employee performance evaluation for title: CEO & Superintendent and would report out any actions that may be taken.

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

This item was discussed in Closed Session.

**C. Report Out of Closed Session**

M. Muhammedov announced in Open Session at 4:57pm that the Board discussed the item and is not finalized and the Board will continue to do its work.

## V. Closing Items

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:58 PM.

Respectfully Submitted,
M. Muhammedov

# Coversheet

## Student Board Member Presentations for 2024-25

**Section:**            III. Information/Discussion Items
**Item:**                 A. Student Board Member Presentations for 2024-25
**Purpose:**            Discuss
**Submitted by:**
**Related Material:**   III_A_2024-25 MPS Student Board Candidates.pdf

# MPS Student Board Candidates

Report Due June 2, 2024, by 3:00 pm

**Presentation June 17, 2024 at 3:30 pm**

MPS Board Vote: July 11, 2024, 6:30 pm (TBD)

Board Meeting:

.us/j/97856064990pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

978 5606 4990 | Passcode: 021250

# Zoya Ullah

## Magnolia Science Academy





Cultural Festival

**About Me:** I am the oldest of my siblings, so I really know how to take on responsibility and manage my time. As the eldest, and as a first gen in my family, I serve as a role model for my younger siblings. I love to read and crochet on my free time, but my favorite way to pass the time is to spend it with my family. I hope to make a positive impact, not just in this school, but in the world.



MUSTANGS

**Passions:** I am very passionate about fashion, but more specifically, sustainable and inclusive fashion. I don't really see a lot of inclusion in the fashion industry, or diversity and I want to make it one of my goals to use fashion to help everyone be able to express themselves. I love to sew, crochet, knit, and just any sort of crafting in general. I also love to play volleyball and have been playing since freshman year.

**Academic Interest:** I am really interested i the more Business related course, so I really enjoy taking classes in Psychology, Business and math. In addition to that, I am interested in psychiatry, so will be partaking in the YMHA program to gain more experience in the area . To help learn and expand my knowledge on these subjects, I have taken extra courses like AP precalculus, and many college courses. I have gotten the Part-time dean's honor list award.

**Leadership & Community Involvement:**
- Founder and President of the Diversity Club
- Founder and President of Yarns of Hope
- Help Fundraise for our Junior Year Funds
- Hosted the Cultural Festival for MSA 2 (and hope to help bring the same to all the others)
- Volunteer Food distributor in my community.
- Debate Team Co-founder

**Goals as a Student Board Member:** I think that mental health, especially those of students, are overlooked, an I think that I can help to create and foster a safe space within all the MSAs, if not the community, and help students feel welcome and included. I also want to make sure that every student feels like they belong because I think that everyone has a place in our community. I also want to really represent the students, to amplify their voice so that they feel heard

# Magnolia Science Academy 3
## 11th grade



## Academic Interest

I have made it to the Science Expo once in sixth grade and another time this year. Absolutely enjoyed taking a college course on Child Development, it was eye opening. I enjoy learning about chemistry, forensics, physics, biology, and more science related topics This summer I am taking a youth mental health course to broaden my understanding to take care of myself and others around me. I have held almost all straight A's since middle school up to now. Every year I get High Honor Roll and I have a 4.16 GPA that I'm extremely proud of.

# About Me

I am latina and part of a huge family with 7 siblings. I'm great at multitasking and can focus in loud environments. I am smart and enjoy helping those in need. My family always taught me to finish anything that I start, so that's how it's always been. I love trying new things and taking on new challenges. I love old movies and like the feeling of adrenaline.

## Passions

Art is my main passion, I don't just love one style or form of art. I love it all. For my future I plan to solely dedicate myself to making art all around the world. Volleyball and SRLA have been my second passion throughout high school. I have been into volleyball since freshman year and it has been one of the best experiences. SRLA taught me a lot about myself and how running can not just impact yourself but the people around you.

## Leadership & Community Involvement

### ASB community

Our team create cultural and educational assemblies for both our middle school and high school community. We make school more fun and less stressful for our students and staff by planning fun activities for the holidays. We give back to the community by rounding up students, staff and parents for our Red Cross Blood Drive.

### Volleyball Community

I am on of the leader on the varsity volleyball team. Our team had a couple of fundraisers throughout the years to buy our equipment.

### Outside community

I participated in walks with my family for children with diabetes, black lives matter protest, and children with cancer. I participated in a trip with my school to help feed the homeless in the city of LA, since that's where homelessness is more popu

# Samantha Martinez



10k run

## Goals as a Student Board Member

I want to make MSA 3 a stronger and safer community and make sure that my peers **feel** safe and strong. At the end of the day I want all my peers to know they have a voice they can trust and rely on, because trusting someone who is dependent and reliable is important and successful. We all need support. Im hoping all Magnolia Public Schools will not just be **a part** of a community, but become **one** with the surrounding community. Our school might be small but we are proud to make the most out of it.

8th Grade Football Game


Community Fair

Magnolia Science Academy 5 - Los Lobos
Grade: 11th

**About Me:** I was born and raised in a strong Latino community that taught me that nothing in life is going to be easy. Now as a junior moving on to my senior year; I've be able to obtain skills such as leadership, critical thinking, adaptability and collaboration with my fellow peers and admin. I am truly dedicated in working for Magnolia Public Schools since they have been a part of my life from the start of 6th grade.

## Gabriela Lemus Crocker



**Goals as a Student Board Member:**
- Expand the connections with every Magnolia.
- Applify an welcoming environment in every Magnolia to increase application rate.
- Expanding tutoring for students to reach their full potential.

**Passions:**
- Family Law- I want to help people understand the state law and win their cases.
- Teaching- I love teaching and believe its very important.
- Fundraisers- I support the needs of others by promoting fundraisers.

**Leadership & Community Involvement:**
I volunteer at the Valley Presbyterian hospital every Saturday morning. Last December, the Valley Presbyterian hospital held a Toy drive. I participated in the setup and organization of toys. In the Toy Drive every family was able to receive many toys. I continue volunteering weekly and I'm committed serve my community.

**Academic Interest:**
In the beginning of 11th grade; I was elected President of Student Council. Despite being a new responsibility and lacking of prior experience, my term was successful. With the support of Student Council, I've established activities such as a Halloween fair for my fellow students. I also supported the administrators of Magnolia Science Academy 5. (Mr.Kaplan, Mr.Falza, Ms.Dady) in multiple activities such as the Lobo Store, Teacher appreciation week and Door decorating . I love contributing my time for MSA 5 . 💛

## Naim Bayraktar

### Magnolia Science Academy Santa-Ana

About Me:

My name is Naim Bayraktar, I am a junior at Magnolia Science Academy Santa Ana.

- Passions: baseball, lifting, golf
- Qualities: leader, committed, focused, and always ready for new challenges

### Passions

Create some sort of change everyday and grow by 1%

- Helping others in my community
- Help create new programs for society
- Take part in trying to learn something





## Goals as Student Board Member

- Create a **stronger bond** among the **leaders** and **students** among **all the schools**
    - Create programs bringing all leaders among schools together for trainings
- **Represent students** and help **address issues** that are not being **vocalized**
- Bring greater **awareness** to what the students truly **want** and **need** rather than what is easiest for the schools
- Take time to **visit** all schools to better **understand** the **students** and their **concerns**
- Work to **address** the **concerns** of **students** and find **solutions**
- Help bring a more **open**, **accepting**, and **enthusiastic environment** within **all** of our **schools**
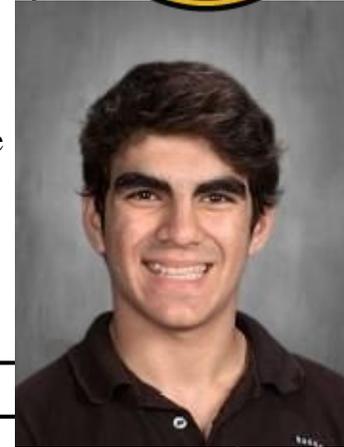




### Academic Interests

Schools and education plays a key role in my life, and will continue to play a key role every single day of my life

- Taken advance courses at my school (AP and Dual Enrollment Courses)
- Awards at Science Fairs (STEAM Expo, County, and State)
- Taken part in research alongside other professors (Chapman University, UCLA, UCI)
- Academic Teams (Science Olympiad, Academic Decathlon)

### Leadership/Community

- Student Government President (2 years) (recognition from Mayor of Santa Ana and OC Board of Education)
- WE Club President (2 years)
- Red Cross President (1 year) (recognition from Red Cross Orange County)
- Teach a 5th grade class at a Saturday School (4 years)
- Coached MSASA first ever Middle School Mathcounts Team
- Congressional Gold Medal Award
- Ronald Reagan Presidential Leadership Medal

# Coversheet

## MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard

**Section:**          III. Information/Discussion Items
**Item:**             B. MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard
**Purpose:**          Discuss
**Submitted by:**
**Related Material:**
III_B_MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard.pdf

| Agenda Item: | III B: Information/Discussion Item |
|---|---|
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | David Yilmaz, Chief Accountability Officer |
| RE: | MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard |

## 1. *Action Proposed:*

N/A

## 2. *Purpose:*

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

## 3. *Background:*

*What are Local Indicators?*

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

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

- Basic Services and Conditions (Priority 1)

- Implementation of State Academic Standards (Priority 2)

- Parent and Family Engagement (Priority 3)

- School Climate (Priority 6)

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

- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)

- Coordination of Services for Foster Youth (Priority 10, for COEs only)

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

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

*Performance Standards*

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

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

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

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

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

*Local Indicator Self-Reflection Tools*

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

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

  LEAs will provide the information below:
  - Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
  - Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

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

  Recently Adopted Academic Standards and/or Curriculum Frameworks
  *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and*

*Sustainability*

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

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

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

Other Adopted Academic Standards

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

Support for Teachers and Administrators

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

Optional Narrative (Limited to 1,500 characters)

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

- **<u>Parent and Family Engagement (Priority 3)</u>**

  This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:
  1. Building Relationships between School Staff and Families
  2. Building Partnerships for Student Outcomes
  3. Seeking Input for Decision-Making

- **<u>School Climate (Priority 6)</u>**

  LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for

surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

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

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

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

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

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

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

For more information on local indicators please refer to:
https://www.cde.ca.gov/ta/ac/cm/localindicators.asp

## 4. *Analysis:*

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

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

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

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

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

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

5. *Impact:*

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

Annually, as required by the Ed Code, this item will be on the same board agenda as the LCAP

adoption in alignment with the LCAP development process so that our schools can share their progress publicly and meet their local indicators. The reports are attached for the review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. The deadline for submission to the CDE is July 31.

## 6. *Exhibits:*

1. MPS Local Indicators – 2024 (one for each Magnolia Science Academy)

# 2024-25 Local Performance Indicator Self-Reflection

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

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 37.7 | 28.0 | 3.3 | 3.8 | 2.7 | 0 | 0 | 0 |

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

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

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

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

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

# Parental Involvement and Family Engagement (LCFF Priority 3)

## Introduction

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

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

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

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

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

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

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

## Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

> MSA-1 provides resources to support student learning at home through multiple workshops such as parent college and feedback given to parents during parent conferences. We have also helped equip parents with the knowledge and tools to advocate for their students and school.
>
> MSA-1's communication system, ParentSquare, keeps parents and staff in constant communication through multiple mediums, such as texts, private messages, and voicemails. ParentSquare has also broken language barriers between staff and families through automatic translation.

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

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

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

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

## Section 3: Seeking Input for Decision-Making

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

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

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

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

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

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

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

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

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

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

# School Climate (LCFF Priority 6)

## Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

## Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Several factors may have contributed to these changes. Notably, students experiencing a 4% decline in their perception of Knowledge and Fairness of Discipline, Rules, and Norms could have influenced the overall approval rating. Additionally, the transition of several staff members throughout the year and not starting at the beginning may have posed challenges in establishing and adhering to school-related norms in this area.

On the other hand, the uptick in approval rates among families indicates positive strides in communication and engagement efforts. Increased safety and climate of support for academic learning likely contributed to this improvement.

However, the significant drop in staff approval rates warrants further exploration and discussions. Challenges with facilities for the third year in a row, all staff being on the same page with rules and expectations, and admin support may have impacted staff morale and satisfaction.

Moving ahead, it's crucial to closely monitor these trends and pinpoint areas for improvement. By addressing concerns and implementing strategies to enhance satisfaction and engagement across all stakeholders, we aim to strengthen our school community.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on our findings, it's evident that addressing Knowledge and Fairness regarding Discipline, Rules, and Norms is crucial, as all three demographics have shown a decline compared to last year. Particularly concerning is the decrease among staff, who exhibited drops across all surveyed aspects in this domain. The most notable decline was observed in perceptions of how the school handles discipline problems fairly, dropping by 20%.

While the decrease among students in this area was not as pronounced, there were declines across several question areas. The most significant drop among students was in the clarity of school rules, with an 8% decrease. Similarly, families experienced a 5% decline, mirroring the students' decrease in understanding the consequences of rule-breaking, which dropped by 6%.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

To address these concerns, the school is planning to enhance communication regarding rules and norms with all community partners. For instance, dedicated time will be allocated during staff in-service sessions and regular Wednesday meetings throughout the year. Students will engage with these topics in their classes and receive periodic reviews. Additionally, families will be invited to attend school information sessions covering various topics, including this one, held periodically throughout the year.

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

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

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

> MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school's master schedule, elective forms, class rosters, student schedules, and transcripts, MSA-1 strives to offer a well-rounded education to our students.
>
> MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

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

> As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, all students have access to a comprehensive course of study as outlined in our charter petition.
>
> We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests. We provide state standard-aligned ELA and Math intervention classes to all students who need additional support and designated and integrated ELD instruction to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, Math, and ELD as measured by our interim assessments (MAP, IAB, etc.)
>
> MSA-1 allows students to take Advanced Placement (AP) courses based on student needs and interests. We have offered AP courses AP English Lit, AP English Lang, AP Computer Science Principles, AP Biology, AP Spanish Lit, AP Spanish Lang, AP US Government, AP US History, AP World History, AP Studio Art 2D, AP Calculus A, and B. Additionally, MSA-1 provides students with chances to take Dual Enrollment Courses throughout the academic year. MSA-1 offered Astronomy 001, English 101, and Political Science 001 during the fall, Psychology 001, and Counseling 020 this spring semester.
>
> All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure the satisfaction of UC/CSU requirements.

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

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

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

> MSA-1 will continue to provide access to a college-preparatory, STEAM-focused comprehensive course of study for all our students. We will ensure that all our students graduate college and career ready.
>
> To provide a more well-rounded education to our students, MSA-1 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, and SEL programs, as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded educational experience to our students.
>
> Criteria: MSA-1 provides students with a broad array of courses, including core subjects and electives outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, specific programs and services dependent on student needs and interests.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
|   a. Review of required outcome data. | | | | | |
|   b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
|   c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2024-25 Local Performance Indicator Self-Reflection

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

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 22.4 | 16.3 | 1.2 | 1.0 | 4.0 | 0 | 0 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

MSA2 utilizes various measures and tools to track our progress in implementing the state academic standards adopted by the state board. Amongst these measures is the NWEA MAP assessment in ELA and math which is implemented during the Fall and Spring semesters each year for all students in grades 6-11. In addition, we implement a winter MAP assessment for ELA and math for our students who are in ELD classes in order to track their progress. In addition, we administer IAB assessments multiple times each school year in ELA and math in grades 6 - 11 in order to track students' progress on common core content state standards. Further, we utilize the myON online platform to track student reading levels for students throughout each academic year. We integrate these tools and measures to track academic progress toward meeting standards as an efficient manner of tracking student progress throughout each academic year through online platforms which maintain data which is efficient to collect and subsequently is utilized to make decisions about course placement and interventions for students.

We also utilize Google Classroom and Infinite Campus to track student performance on academic summative and formative assessments administered in all classes throughout the academic year. Google Classroom is a useful tool which MSA2 chose to integrate into all classrooms as a manner to provide all students, families, teachers, and administrators access to all of the assignments within each course and which also stores the submitted assignments in a user-friendly transparent format. This platform provides teachers the ability to provide individual feedback to students for each assignment as well. Further, MSA2 utilizes the Infinite Campus system as part of Magnolia Public Schools in order to store academic performance data, attendance data, and generate reports which can be utilized to manage the school operations in an effective way which was selected by the SIS adoption committee as the preferred school information system to utilize across the organization. Courses at MSA2 all integrate curriculum which tie into the standards, and as such, are an effective tool in monitoring MSA2's progress in implementing academic standards adopted by the SBE.

MSA2 also evaluates out teachers through the TeachBoost system, which is utilized to collect informal and formal evaluations of teachers which are aligned to the professional standards. Amongst these standards, MSA2 administration also monitor the submission of lesson plans and pacing plans by teachers to ensure that teachers are covering sufficient standards throughout the academic year.

To ensure students receive high quality instruction taught by credentialed teachers, MSA2 conducts credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding

purchase of materials.  The annual review of budget and plans helps ensure adequate funds are available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources.

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

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

MSA-2 ensures comprehensive alignment of curricula and assessments with educational standards such as CCSS and NGSS. We prioritize professional development for teachers, focusing on standards implementation and ELD instruction aligned with CA ELD standards. ELs receive tailored support based on proficiency levels, with access to both core and supplemental ELD materials. Our ongoing professional development covers a range of areas including Common Core ELA/Literacy, math, ELD standards integration, and strategies for supporting ELs across various content areas.

In addition to ELA/Literacy, math, and ELD, MSA-2 offers support and professional development for NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages. We facilitate collaboration among teachers through dedicated time during Wednesday before school and early dismissal days, fostering the sharing of best practices among our 10 schools. MSA-2 leverages support from the home office, attending regular meetings to stay updated on academic standards progress and receive additional training and systems integration support for improved instruction and learning outcomes.

# Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

In reflecting on our LCAP journey, we are pleased to acknowledge the strengths and progress that our school has demonstrated over the past year. One notable strength lies in the positive relationships fostered within our school community, as indicated by the feedback from students, who express a high level of satisfaction with their friends, staff, and teachers. Furthermore, the favorable response from 65% of students regarding their sense of safety at school is a testament to our ongoing commitment to creating a secure and welcoming environment. Additionally, the 83% positive response from staff members regarding the climate of support for academic learning reflects our dedication to fostering a conducive atmosphere for teaching and learning. Equally encouraging is the feedback from families, with an impressive 95% overall satisfaction rate and a 94% confidence level in our safety measures. These strengths highlight our progress in meeting the needs and expectations of our school community and serve as a foundation for continued growth and improvement in the years ahead.

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

While the overall school experience for families is highly favorable at 95%, the highest among all three educational partners, we did observe a notable decrease from previous years. To address this, MSA2 is committed to proactive measures aimed at enhancing family involvement and satisfaction. We will create additional opportunities for families to engage in discussions on school discipline, rules, and norms through active participation in the Parent Advisory Committee (PAC), ELAC, and Parent Task Force (PTF). This involvement will allow families to provide valuable input on specific policies and practices.

The Sense of Belonging (School Connectedness) for families during the 2023-24 school year received an 89% favorable rating, a 9% decline from the previous year. Despite this, it remains a significant success for MSA2, especially given the increased challenges, including staff mental and physical health issues affecting attendance

rates. To elevate this area in the upcoming school year, MSA2 plans to increase opportunities for student, staff, and family leadership in assemblies, celebrations, and social events. We will also enhance community engagement through events and resource fairs, prioritizing family involvement.

Furthermore, MSA2 will continue to involve families through the Community Advisory Committee (CAC), ELAC, and Parent Task Force (PTF). These committees will provide platforms for families to offer input on events and activities that foster a stronger sense of belonging and connectedness, such as inclusive sports games, food celebrations, and other community-building activities.

We are incredibly proud of our areas of growth and remain focused on proactive steps to further improve these priority areas in the 2023-24 school year.

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

As previously mentioned, MSA2 is committed to enhancing the engagement of underrepresented families identified during our self-reflection process. We aim to build partnerships for student outcomes through various methods, opportunities, and collaborations.

MSA2 fosters trusting and respectful relationships with parents through numerous activities and events, such as Student/Parent Orientation, Back to School Night, and parent conferences, all designed to promote parental involvement in school programs. Our administrators and school staff greet all students and parents in the mornings during drop-off and maintain an open-door policy, welcoming all parents. Our staff also connects with families through home visits, learning about students' interests, family dynamics, and home routines, which helps create happier, healthier, and smarter children. Home visits are a key feature of our educational program to improve student and school performance.

The school holds periodic meetings to gather input from families, including Community Advisory Council (CAC) meetings, Parent Task Force (PTF) meetings, ELAC meetings, parent workshops, and classes. We also conduct family and student experience surveys, and needs assessment surveys with specific questions on safety, school connectedness, culture, climate, and other areas of school improvement. Additionally, we hold Coffee with the Admin meetings every Friday, where parents are invited to join school administration and support staff to discuss important topics, ask questions, provide feedback, and build community. These meetings are also broadcasted via video conference to increase participation. Parents frequently serve on committees with staff members and students, collaborating in planning events such as school dances and award assemblies.

Parents are invited to assemblies celebrating student academic excellence, behavioral improvement, outstanding attendance, and other achievements, fostering school spirit and taking a stand against bullying. They also attend school events as part of the Positive Behavioral Interventions and Supports (PBIS) system, where students compete in academic, athletic, and creative problem-solving events. Parents participate in the PBIS committee and attend trainings with the Los Angeles County Office of Education (LACOE).

MSA2 hosts cultural events, including a Dia de los Muertos (Day of the Dead) celebration with live music, student art, and traditional food prepared by families and staff. This year, we also hosted a multi-cultural festival led by parents, showcasing the cultures, music, food, and historical significance of countries represented by our student population.

Parents also serve as chaperones for field trips, supporting student supervision during educational experiences at places like the Los Angeles Zoo and the California Science Center, as well as public and private universities. Additionally, parents and families attend CIF sporting events where our students compete in after-school sports such as cross country, volleyball, and soccer, and other academic competitions.

As a community school, MSA2 has administered needs assessments to gather feedback from all educational partners. Based on the results, we have offered several parent workshops and events, including classes on emotional, social, and physical behavior, parenting in a tech-world, bullying, attendance, and effective communication with teenagers. We have also formed partnerships with community organizations to provide

additional resources, including hosting community fairs, offering free clothing for students and babies, and providing mobile clinics to families.

To improve in this area, MSA2 will continue utilizing existing data from various sources, including educational partner surveys, and we plan to expand upon the support and services provided.

## Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

During the 2023-24 academic year, MSA2 was honored to be recognized as a California Distinguished School by the California Department of Education. This prestigious recognition highlights schools that demonstrate excellence through growth in academic achievement and ensuring a positive school climate. The selection process involved analyzing data reported through the 2023 Dashboard, focusing on reducing suspensions, achieving exemplary performance in English Language Arts (ELA) and Math, and demonstrating high graduation rates for high schools.

MSA2 was celebrated for its exceptional student performance, particularly in closing the achievement gap. Our school enrolls at least 40 percent of students from socioeconomically disadvantaged backgrounds and has shown exemplary overall performance in ELA and Math. Additionally, MSA2 has achieved accelerated academic growth for one or more historically underserved student groups, showcasing our commitment to providing high-quality education for all students.

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

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

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

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

MSA2 also has a Community Schools Coordinator (CSC) who is able to provide support and resources to families based on their needs such as parent workshops, mobile clinics, and community fairs to connect the families with community partners.

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

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

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

At MSA2, we are dedicated to supporting our students' social-emotional learning (SEL) and overall well-being through a comprehensive support system on campus, which includes social workers and a school psychologist. These professionals provide personalized support, individual counseling, group therapy, and crisis intervention, addressing each student's unique needs and fostering a safe, nurturing environment.

Additionally, MSA2 offers life skills classes for all middle school students, preparing them for the teenage years and future phases of their lives. These classes cover emotional regulation, effective communication, goal setting, time management, and decision-making, alongside practical knowledge like financial literacy, career exploration, and basic self-care.

By combining SEL support from our social workers and school psychologist with a robust life skills curriculum, MSA2 ensures a holistic educational experience that enhances academic performance and empowers students to become confident, capable, and compassionate individuals ready for future success.

In partnership with LACOE, MSA2 has met the requirements for Gold Medal achievement in PBIS. We are now striving for Platinum recognition in the upcoming school year.

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

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

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

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

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

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

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

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

During the 2023-24 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories to provide the optimal opportunity for families to be involved in the school community.

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

**Section 3: Seeking Input for Decision-Making**

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

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

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

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

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

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

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

MSA-2 holds periodic meetings to gather input from our families. These meetings include Community Advisory Committee (CAC) meetings, Parent Task Force (PTF) meetings and ELAC meetings. During these meetings parents have the opportunity to review school goals, priorities and decisions being made which are included in the LCAP and

provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.  To improve in this area, MSA2 will continue to utilize the existing data from a variety of sources, including educational partners surveys, and we will make plans to expand upon the existing support and services provided in this area.

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

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

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

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

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

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

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

During the 2023-24 academic year, MSA2 hosted a combination of in-person and hybrid events, meetings and workshops related to the above categories to provide optimal opportunities for families to be involved in the school community.

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

# School Climate (LCFF Priority 6)

## Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

## Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The local climate survey data for the 2023-2024 academic year reveals significant changes in approval rates across all educational partners, including parents, students, and staff. Comparing the survey results from Spring 2024 to Spring 2023, we observed a 13 percentage point decrease in student approval rates, an 8 percentage point decrease in family approval rates, and an 18 percentage point decrease in staff approval rates.

These shifts can be largely attributed to recent staffing transitions, notably the departure of five teachers, which introduced inconsistency, particularly in middle and high school. This instability has had a noticeable impact on both student classroom culture and staff dynamics. Historically, student approval rates have been the lowest among the three groups, highlighting the critical need to address this area.

Recognizing this, we have prioritized increasing student approval rates and overall satisfaction through targeted strategies. We are enhancing student support services to better address their academic and emotional needs, fostering a positive classroom and campus environment, and ensuring learning experiences are both engaging and relevant. Additionally, we are strengthening communication channels between students, teachers, and parents to ensure that student voices are heard and valued in the decision-making processes.

By focusing on these initiatives, we aim to create a more inclusive, supportive, and fulfilling educational experience for all students. Our goal is to improve student approval rates and overall satisfaction, ultimately fostering a more positive school climate for everyone involved.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Our analysis of local data from the recent climate surveys has provided valuable insights into both our strengths and areas requiring improvement. Over the past year, we have seen significant successes and progress in our survey approval rates, reflecting our commitment to continuous improvement and responsiveness to stakeholder feedback.

One of our key strengths is the consistently high approval rates from family surveys, which reached an impressive 90% in Spring 2024. This indicates strong engagement and satisfaction among our families, highlighting the trust and support they have in our educational programs and initiatives. We are proud of the positive relationships we have built with our families and their confidence in our school community.

However, we acknowledge areas needing improvement, particularly with student and staff survey approval rates. Student survey approval rates decreased by 13 percentage points since Spring 2023, identifying a need to enhance student engagement and feedback mechanisms to better address their needs and concerns. Ensuring students feel heard and valued will be a priority moving forward.

Similarly, staff survey approval rates declined by 18 percentage points since Spring 2023, signaling a need for targeted efforts to boost staff morale, address concerns, and foster a positive work environment. We will prioritize staff support, professional development opportunities, and improved communication channels to strengthen staff engagement and satisfaction.

Examining student approval rates more closely, safety was the highest-rated category, whereas the sense of belonging received the lowest ranking, with an average approval rate of 50%. The sense of belonging was particularly low among 7th and 8th graders, with a significant decrease in the approval of the statement, "I am happy to be at this school." This decline correlates with overall school connectedness. One contributing factor is our school's status as a school of choice, where parents often have more influence over enrollment decisions, potentially leaving students feeling less empowered in their school selection. Moving forward, we are committed to fostering a stronger sense of inclusion and ownership among students by actively seeking their feedback and implementing initiatives to create a school environment they are genuinely excited about.

Among families, safety was also the highest-ranked category, but there was a noticeable decrease in all categories. The biggest declines were in responses to the statements, "school staff takes my concern seriously" and "school staff responds to my needs in a timely manner." To address these concerns, we will conduct a thorough review and analysis of the feedback provided, and develop targeted action plans aimed at improving communication, responsiveness, and overall satisfaction among families. This may involve enhancing communication channels, implementing protocols for timely responses to concerns, and providing additional training or resources to staff members.

For staff members, safety ranked the lowest among the three partner groups, with the most significant declines observed in responses to prompts related to disruptive student behavior and the lack of respect shown by students. These findings are concerning but understandable, given the turnover in staff throughout the school year and the presence of many new teachers. In response, we will restructure our professional development initiatives to focus on enhancing classroom management techniques and fostering positive relationships with students. Additionally, we will introduce a new instructional coach position to provide targeted guidance and support to teachers, helping them manage classroom dynamics, establish mutual respect, and create a conducive learning environment for all students.

By addressing these key learnings and implementing targeted strategies, we aim to create a more inclusive, supportive, and fulfilling educational experience for all members of our school community. We remain committed to listening to our stakeholders, addressing their feedback, and striving for excellence in all aspects of our educational environment.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

To address the areas of need identified through our analysis of local data and key learnings, we are implementing several changes to our existing plans, policies, and procedures to ensure continuous improvement and foster a more supportive and engaging school environment.

Enhancing School Culture and Facilities

Recognizing the importance of school culture and the physical environment, we are developing a designated assembly area to host events like PBIS celebrations and grade-level recognitions. This dedicated space will provide a consistent venue for important gatherings and help strengthen our school community. Additionally, we are enhancing the shading in our lunch area to create a more inviting and comfortable space for students to enjoy their meals and breaks.

Boosting Student Engagement and PBIS

We are committed to increasing student engagement by closely collaborating with the student council to organize a variety of events during and after school hours. This partnership ensures that student interests and voices are at the forefront of our activities. To further motivate and reward our students, we are enhancing the PBIS reward system and RAD shop offerings by incorporating items that directly align with student interests, based on their feedback.

Promoting School Spirit and Uniform Options

In our efforts to promote school spirit and provide more choices for students, we are expanding our uniform options with varying materials and styles. This will ensure that students feel comfortable and confident in their attire. Additionally, we are partnering with a vendor to offer branded merchandise, such as Mustang hats, sweaters, and backpacks, to foster a sense of unity and pride among students.

Educational Programs and Workshops

Understanding the importance of a well-rounded education, we are introducing programs, workshops, and assemblies that focus on crucial topics such as bullying prevention, cultural awareness, and drug prevention. These initiatives aim to enhance student awareness, safety, and overall well-being.

Strengthening Staff and Community Engagement

To facilitate better collaboration and engagement among staff, students, and the community, we are establishing a dedicated space that will serve as a staff and community hub. This space will support various activities and promote a stronger sense of community. We are also incorporating more team-building activities to foster collaboration and a sense of belonging among students and staff.

Improving Communication and Schedules

Effective communication is vital for a thriving school environment. Therefore, we are evaluating and refining our communication protocols to ensure clear and accessible communication between the school and families. Additionally, we are revising the bell schedule and supervision plans to enhance support and supervision during nutrition and lunch periods, ensuring a safe and well-managed environment for our students.

Restructuring Professional Development

To support our teachers' professional growth and enhance the educational experience for our students, we are restructuring professional development opportunities. This will help teachers improve classroom management and create engaging, culturally relevant lessons that meet the diverse needs of our students.

Through these proactive steps, we are addressing the concerns raised by our school community and making significant strides towards continuous improvement. We are dedicated to creating a supportive, engaging, and inclusive environment for all students, staff, and families.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Midyear progress toward LCAP goals are reviewed and presented to MPS home office members as well as during MPS Board meetings.  Further, teachers and school administrators align their professional goals in TeachBoost with these standards and goals, and end of year performance reviews hold teachers and administrators accountable for

meeting or failing to meet goals related to MSA-2's success in this area.  Monthly meetings take place in the home office with Principals, Dean of Academics, and Dean of Students where this priority and other priorities can be reviewed and supported.

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

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

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

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

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

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

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

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

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

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

MSA-2 has meetings with the Special Education department on a regular basis in which academic, behavioral, and social-emotional  progress of students with IEPs are reviewed.  Interventions are implemented which are geared

toward supporting students in making progress in their graduation plans, as well as toward their goals expressed in IEPs. Accommodations are provided to students which are determined by the IEP team members and which input from teachers, parents and students based on identified areas of need.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts

programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
|    a. Review of required outcome data. | | | | | |
|    b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
|    c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| students. | | | | | |
| 4.  Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1.  Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2.  Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3.  Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2024-25 Local Performance Indicator Self-Reflection

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

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 24.5 | 19.0 | 2.0 | 1.0 | 2.0 | 0 | 0.5 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

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

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 40 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

# Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

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

> MSA-3 has employed a PACE coordinator to enhance communication with the families we serve. This coordinator actively engages with families to connect them with community resources and offers support during school events. As part of our ongoing efforts to improve, we are establishing a Parent Task Force. Through this task force, parents will have increased engagement opportunities, including participation in Fun Fridays and fundraising activities.

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

> MSA-3 has homeless and foster youth liaison. This position allows our families to receive SEL (Social Emotional Learning) support. MSA-3 has Coffee with admin to get hear from our parents about the concerns they have, and this allows us to check our practices in regards to academics and school operation.
>
> MSA-3 has several engagement opportunities for feedback and growth via social media accounts and school events to ensure our school community is cohesive and collaborative.
>
> At MSA-3, our demographic comprises 36% African American and 62% Latino populations. We are committed to fostering inclusivity across all genders, races, ethnicities, and cultures. While achieving 100% inclusivity is a gradual process, MSA-3 is fully dedicated to fostering cohesion among all members of our school community, including staff, families, and students.
> One  area of improvement is  Climate of Support. MSA-3 admin and staff will increase support of families through;
> 1) various modes like getting feedback surveys.
> 2) informing parents more of volunteer opportunities.
> 3) including data points for Academic and Behavior during parent meetings to better drive the school operations.

## Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

MSA-3 is investing more to improve instructional strategies like collaborative learning, along with professional development on classroom management. We also invest dual enrollment and college counseling to ensure all of our students finish high school and get college acceptances. For 23-24 school year, MSA-3 offered 15 college courses through partnership with LA Harbor college.

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

We spend a lot of focus on home visits and getting our staff familiar with the student's families. Building a bond and a connection of trust is the most effective way to improve engagement. In addition, we will work on establishing a Parent Task Force to better engage with our families.

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

One area of improvement is Climate of Support for our students. MSA-3 admin and staff will increase support of families through;
1) Mentoring program for High school students.
2) Culturally responsive teaching practices
3) Monthly recognition of student academic and behavior success.

## Section 3: Seeking Input for Decision-Making

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

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

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

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

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

> We engage with educational partners via end of year survey where we collect data and check the open ended questions in regards to academics, discipline, school culture.

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

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

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

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

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Student
Based on the data provided, here are my observations regarding the average approval rates and changes from the previous year: The student average approval rate increased by 2 percentage points, from 61% in Spring 2023 to 63% in Spring 2024

Family
The family average approval rate decreased slightly by 1 percentage point, from 97% in Spring 2023 to 96% in Spring 2024. While the decrease is relatively small, it may indicate some areas where family approval or satisfaction could be further improved.

Staff
The staff average approval rate experienced a more significant decrease of 3 percentage points, from 77% in Spring 2023 to 74% in Spring 2024. This decline in staff approval could be related to various factors, such as workload concerns, resources, leadership, or other issues highlighted in the previous survey comments.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Student
2 increases that we noticed is that the students have a clearer understanding of what our school expects of them. We did a better job of increasing visibility of the rules with the use of classroom posters and establishing a schoolwide acronym for everyone to understand what MSA-3 represents (Valuable, Intelligent, Prepared, Excellent & Respectful. The largest growth we had was "The school rules are fair" with a 15 point increase overall.

Family
In summary, while there are strengths in staff support and community engagement, there are also opportunities to address concerns related to discipline, educational offerings, and communication barriers for individuals with disabilities.
Positive aspects include:
Staff and teachers are caring, supportive, and attentive to concerns.
There's a great sense of community.
Diversity in clubs and activities, with options available on Saturdays.
Appreciation for staff efforts to involve parents in activities and keep them informed about events and announcements.

Staff:
Based on the staff survey results, there are several key strengths and successes to highlight:
The school shines in providing a supportive and inviting learning environment for students. A very high 95% of staff feel the school is a welcoming place for students to learn. The school also promotes academic success (85% approval) and sets high standards (75% approval) for all students.
An impressive 95% of staff believe the school emphasizes giving students academic help when needed. This, combined with the 84% who feel lessons are taught in relevant ways, suggests strong instructional practices to support student learning.
Notably, 95% of staff report that the school encourages all students to take rigorous courses regardless of background. This speaks to a commitment to high expectations and access for all.
While not as high as some other areas, a solid majority of staff report that adults at the school support and respect each other (80%) and have close professional relationships (58%).
Most staff feel behavior rules and consequences are clear to students, with approval rates of 82-86% on questions related to students understanding expectations. A strong 97% feel school rules are fair and 90% believe adults treat students with respect.
These positive results should be celebrated and communicated to all stakeholders.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the survey findings and identified areas for improvement, the school is planning to implement the following suggestions:

For Students:
1. Improve food quality by reviewing the current meal program, gathering student input, and exploring healthier, more appealing options.
2. Upgrade and maintain cleaner, more spacious bathrooms to address student concerns and meet their needs.
3. Expand extracurricular offerings, including a wider variety of sports, clubs, and electives to cater to diverse student interests.
4. Increase the frequency of field trips and fun school events to enhance student engagement and overall school experience.

For Parents:
1. Strengthen school-home communication by establishing clear protocols for timely updates on student grades, behavior, and assignments.
2. Review and enhance school safety measures and discipline policies to address concerns about bullying, violence, and drug use.
3. Enrich the academic program by incorporating more rigorous curriculum, practical life skills classes, and improved academic resources.
4. Expand extracurricular activities, including sports teams, arts programs, and student clubs, to meet family preferences.
5. Improve the quality and variety of school lunch options to satisfy parents' desires for healthier, tastier meals for their children.

For Staff:
1. Provide targeted professional development and support for staff in areas such as student discipline, special education, and mental health.
2. Increase staff support by hiring additional personnel, creating opportunities for collaboration, and providing dedicated staff spaces.
3. Improve resources and facilities, particularly for science education, by acquiring necessary equipment, materials, and addressing space constraints.
4. Foster open communication and collaboration among departments and include staff in decision-making processes that affect school policies and practices.
5. Set higher academic standards, particularly in lower grades, and implement high dosage academic interventions for struggling students.

To implement these suggestions, the school will take the following steps:
1. Form task forces or committees to develop action plans addressing each area of improvement, with clear goals, timelines, and responsibilities.
2. Allocate necessary resources, including budget, personnel, and materials, to support the implementation of improvement initiatives.
3. Provide training and professional development for staff to enhance their skills and capacity to effectively implement changes.
4. Regularly communicate progress updates and gather ongoing feedback from students, parents, and staff to ensure continuous improvement.
5. Monitor and evaluate the effectiveness of implemented changes using relevant data and metrics, making adjustments as needed to optimize results.

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

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

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

MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-3 strives to offer a well-rounded education to our students.
MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

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

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.
We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student needs and interests. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our  interim assessments (MAP, IAB, etc.)
We provide students with opportunities to take dual enrollment courses. We have seen a great progress in dual enrollment.
All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness. MSA-3 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.
MSA-3 had a graduation rate of 94%.

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

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

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

MSA-3 will continue to provide access  to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.
In an effort to provide a well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics,  and SEL programs, etc.,as well as provide our students with experiential learning

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

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
|    a. Review of required outcome data. | | | | | |
|    b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
|    c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2024-25 Local Performance Indicator Self-Reflection

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

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 9.5 | 7.7 | 0.1 | 0 | 0.2 | 0 | 0 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

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

MSA-4 is committed to ensuring that all curricula and assessments are meticulously aligned with educational standards, including CCSS and NGSS, to enhance educational outcomes. We engage teachers in comprehensive professional development focused on the effective implementation of these standards. Specifically, we offer tailored services to English Learners (ELs) by proficiency level, ensuring that ELD instruction is consistent with the CA ELD standards and framework. ELs benefit from both core and supplemental ELD instructional materials, and our teachers enhance their skills through professional development sessions specifically targeting ELD standards.

Our faculty participates in a minimum of 40 hours of professional development annually, encompassing areas such as Common Core ELA/Literacy, Math, ELD Standards, and the integration of ELD standards into content areas. Training also includes strategies to support ELs within the Common Core ELA/ELD and Math curricula. While our

primary focus has traditionally been on ELA/Literacy, Math, and ELD, MSA-4 has also expanded its professional development offerings to include NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

New for this academic year, MSA-4 is proud to introduce a career pathway program in Climate Change and Natural Science in partnership with West LA College. This initiative is designed to equip students with the knowledge and skills necessary to excel in these critical and rapidly evolving fields, further enhancing our commitment to providing comprehensive and forward-thinking educational opportunities.

## Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

MSA-4 employs a comprehensive annual survey and conducts home visits to directly engage with our families and gather real-time feedback. These efforts have been particularly intensified during the 2023-24 school year. This direct engagement has provided valuable insights into our students' home environments and perspectives, enhancing our understanding of their educational needs and experiences.

Our Parent program, led by a dedicated community school coordinator, serves as a vital resource for parents. The program aims to inform parents about school services, attendance policies, and other pertinent issues. With the introduction of the Parent program, we have been able to offer vital information and promote active parent participation in various school and community activities.

The Community School Coordinator has been instrumental in providing families, particularly those from underserved communities, with access to experiences and information that might otherwise be inaccessible. This initiative is part of our broader strategy to empower parents and guardians by providing them with the tools they need to support their children's education.

Additionally, MSA-4 has enhanced its communication channels to ensure that families remain well-connected with our school. We have effectively utilized platforms such as ParentSquare to keep parents updated about educational programs and initiatives.

Moreover, we actively engage parents through various involvement activities, including Coffee with the Admin, Parent Advisory Committee (PAC)/Parent Task Force Meetings (PTF), ELAC meetings, Open Houses, Back to School Night, Parent/Teacher Conferences, and virtual parent information meetings. These events are crucial for keeping parents informed about school programs and soliciting their feedback, which is essential for our continuous improvement.

To further support our community, MSA-4 hosts two resource fairs throughout the year, bringing together a variety of non-profit organizations and resources. These fairs are a key part of our commitment to serving and supporting our community by providing access to a range of helpful services and information.

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

MSA-4 is dedicated to strengthening the bonds between school staff and families by enhancing parent involvement on campus and expanding our offerings of community activities. Our strategic focus areas for improvement include:

Increasing Parent Involvement: We are actively working to boost parent participation in daily school activities and governance, providing more opportunities for parents to engage with our staff and contribute to the school community.
Expanding Social and Cultural Events: Recognizing the importance of cultural inclusivity, we plan to host a greater number of social events that celebrate the diverse backgrounds of our students and their families. These events not only enrich our school culture but also foster a sense of belonging and community among participants.
Offering More Workshops for Families: To better accommodate the schedules of our families, we are expanding our educational workshops to include after-school hours and Saturdays. These workshops will cover a range of topics critical to student success, from academic support to health and wellness, aiming to empower parents with the knowledge and tools they need to support their children's education.
Through these initiatives, MSA-4 is committed to creating a welcoming and supportive environment that encourages active participation from all families, enhancing the educational experience for our students and building a stronger, more connected school community.

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

MSA-4 is committed to enhancing the engagement of underrepresented families by creating more opportunities for meaningful connections between staff and families. Our strategy includes a mix of both traditional and innovative approaches tailored to meet the diverse needs of our community. Key initiatives include:

Expanded Home Visits: We will increase the frequency of both in-person and virtual home visits. These visits are crucial for understanding the unique circumstances of our families and for fostering a more personalized relationship between staff and families.

Flexible Family Events: Recognizing the varied schedules of our families, we are planning a series of family events that are accessible at different times, including during the instructional day, after school, and on Saturdays. These events will be designed to engage parents and guardians in their children's education and school community.

Inclusive Programming: Our events and workshops will cover a wide range of topics that are relevant to our community's needs, including educational support, cultural celebrations, and parent skill-building sessions. We aim to ensure that all our families, especially those who are underrepresented, feel welcomed, valued, and understood.

By implementing these measures, MSA-4 aims to build stronger relationships between staff and families, ultimately fostering a more inclusive and supportive school environment that benefits all students.

## Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

MSA-4 offers the Parent College program to our families. This initiative is specially designed to support families in understanding college and career readiness pathways. Additionally, the program focuses on advocacy, informing parents and guardians about their rights and how to effectively advocate for their children's education.

MSA-4's administration actively engages our school community in learning more about their rights and participating in advocacy efforts. We ensure consistent access to information and resources through our monthly Parent Advisory Committee (PAC) and Parent Task Force (PTF) meetings. Our communication system, ParentSquare, facilitates ongoing communication between parents and staff using multiple mediums such as texts, private messages, and voicemail, ensuring that all community members are well-informed and connected.

Recognizing the need for greater parental engagement, we are committed to increasing parent participation. Based on feedback gathered during the 2023-2024 school year, we plan to organize more parent activities that are responsive to the needs and preferences of our families. This initiative aims to foster a more inclusive and engaged school community, enhancing the educational experience for our students and their families.

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

To enhance parental engagement, MSA-4 is dedicated to increasing parent participation based on their direct feedback. We will design and implement a range of parent-centered activities that respond to the expressed needs and interests of our families. This approach will help ensure that our efforts align closely with the desires of our community, fostering a more active and involved parent body.

Additionally, MSA-4 is committed to continuing the use of our Multi-Tiered System of Supports (MTSS) to strengthen student Social-Emotional Learning (SEL) support. We will provide ongoing professional development opportunities for our teachers and staff, aimed specifically at addressing the social-emotional needs of our students. These initiatives will equip our educators with the necessary skills and knowledge to effectively support the well-being and holistic development of every student, thereby enhancing their academic and social success.

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

MSA-4 is committed to deepening engagement with underrepresented families, as identified in our self-reflection process, by building stronger partnerships that enhance student outcomes. We will employ a diverse array of methods, opportunities, and partnerships tailored specifically to the needs and circumstances of these families. This approach aims to ensure that all students benefit from a supportive and inclusive educational environment.

Furthermore, MSA-4 is dedicated to continually improving the academic outcomes for all student groups across all demographics, including homeless/foster youth, English Learners (EL), students with disabilities, socioeconomically disadvantaged youth, and all racial/ethnic groups. Our targeted strategies and resources are designed to address the unique challenges faced by these students, ensuring equitable opportunities for success.

Additionally, MSA-4 will enhance our home visit program to better understand the home environments of our students. This initiative allows us to provide more personalized support tailored to the specific needs of each student, thereby fostering their academic and personal growth. Through these home visits, we aim to build stronger connections between school and home, enhancing our ability to support every student effectively.

**Section 3: Seeking Input for Decision-Making**

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

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

| Practices | Rating Scale Number |
|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 5 |

| Practices | Rating Scale Number |
|---|---|
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 5 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 5 |

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

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

MSA-4 actively involves all stakeholders in our decision-making processes, providing numerous opportunities for meaningful participation. Parents play crucial roles in shaping the direction and policies of our school through their involvement in the School Site Committee (SSC), the English Learner Advisory Committee (ELAC), and the PAC/Parent Task Force (PTF) meetings. These platforms ensure that our parents have a voice in critical decisions that affect their children's education.

Furthermore, we leverage the annual CORE Districts survey as a key tool for gathering comprehensive feedback from all our stakeholders. This survey, conducted each spring, allows parents, students, and staff to provide input on our educational practices. We rigorously analyze the results of this survey and share our findings with the community in dedicated meetings. These discussions are essential for identifying effective strategies for improvement and ensuring that our actions are informed by the needs and experiences of our stakeholders. This collaborative approach fosters a transparent, responsive, and inclusive school environment.

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

MSA-4 is committed to enhancing our process for seeking input for decision-making by focusing on educating our educational partners about the California School Accountability System. This initiative aims to empower our stakeholders by providing them with the knowledge necessary to offer more meaningful and informed feedback. Through targeted training sessions, we will ensure that parents, staff, and community members understand the metrics and processes used in evaluating our school's performance. This understanding will enable them to contribute effectively to discussions and decisions that improve our educational practices, ensuring that their input directly influences our strategies for achieving excellence.

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

MSA-4 is dedicated to empowering parents by continuing our Parent Academy workshops. These workshops are designed to equip parents with the essential knowledge and skills needed to effectively advocate for their children's education. By providing guidance on navigating the educational system, understanding academic standards, and accessing available resources, we aim to strengthen parental involvement and ensure that parents are well-prepared to support their children's learning and development. This initiative is part of our ongoing commitment to fostering a collaborative and supportive educational community.

Additionally, MSA-4 is enhancing our support for both parents and students by introducing specialized workshops focused on mental health. Organized by our dedicated social worker, these workshops are designed to provide parents with critical insights and strategies for addressing mental health issues. By educating parents on how to recognize signs of mental distress and effectively support their children, we aim to foster a healthier and more

supportive school environment for all students. This initiative underscores our commitment to the holistic well-being of our school community.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

From Spring 2023 to Spring 2024, MSA-4 saw improvements in overall satisfaction rates across all educational partners. Students, families, and staff members reported higher satisfaction levels than the previous year.
The most significant increase was observed among staff members, with a 12-percentage point rise in overall satisfaction rates. This substantial improvement may be attributed to various factors, such as enhanced communication, professional development opportunities, or school culture and climate improvements.
Additionally, students and families reported slight increases in overall satisfaction rates, with a 4-percentage point increase for students and a 1-percentage point increase for families. These improvements could result from the school's targeted efforts to address specific areas of concern, implement feedback from previous surveys, or introduce new initiatives to enhance the overall educational experience.
MSA-4 has set ambitious targets for overall satisfaction rates in the coming year, aiming to maintain or exceed the current satisfaction levels. By prioritizing the needs and feedback of all educational partners, the school strives to foster a supportive and positive learning environment for everyone involved.
Overall, the improvements in overall satisfaction rates indicate a positive trajectory for MSA-4, reflecting the dedication and collaborative efforts of the entire school community in striving for continuous improvement and excellence.
The average approval rates for MSA-4 have shown notable improvements across all educational partners from Spring 2023 to Spring 2024.
Students experienced a significant increase of 6 percentage points in average approval rates, indicating a higher level of satisfaction with various aspects of their educational experience. This improvement may be attributed to enhancements in curriculum, extracurricular activities, or school support services aimed at meeting student needs.
Family members maintained a consistent average approval rate from the previous year, remaining at a high level of 96%. This suggests that families continue to be satisfied with the overall quality of education and support provided by MSA-4. The stability in family approval rates could be attributed to effective communication channels, family engagement initiatives, and responsive support from school staff.
Staff members exhibited the most substantial improvement in average approval rates, with a remarkable increase of 9 percentage points compared to Spring 2023. This significant uptick may be the result of efforts to address staff concerns, enhance professional development opportunities, foster a positive work environment, and strengthen collaboration among colleagues and school leadership.
Looking ahead, MSA-4 has set ambitious targets for average approval rates in the coming year, aiming to sustain or surpass the current approval levels. By prioritizing ongoing communication, collaboration, and responsiveness to the needs and feedback of all educational partners, the MSA-4 aims to foster a supportive and enriching learning environment for everyone involved.
Overall, the improvements in average approval rates reflect the dedication and commitment of the entire school community toward continuous improvement and excellence in education at MSA-4.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The MSA-4 survey data for students, families, and staff provides a comprehensive view of the perceptions and satisfaction levels across different aspects of the school environment, indicating notable successes and areas for continuous improvement.

For the student survey, the Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms both show substantial approval rates of 76% and 71% respectively, with each experiencing a significant improvement of 10 percentage points from the previous year. These topics fall within the 60th to 79th percentiles when compared to the CORE Districts, highlighting strengths in the school's academic and disciplinary frameworks. However, the Safety topic saw a decline of 6 points, despite a still respectable 72% approval rate, suggesting a need for targeted safety measures. The Sense of Belonging (School Connectedness) noted the most substantial rise, up 12 points, although it remains at a lower percentile range (40th-59th), indicating ongoing efforts to enhance student engagement and connection are having a positive impact.

The family survey exhibits exceptionally high approval rates, with Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, and Safety all scoring 95% or above. The Sense of Belonging stands out with 96% approval, placing it in the 80th to 99th percentile, despite a slight decrease of 1 point from the previous year. These figures reflect a strong endorsement of the school's efforts by the families.

Staff responses are overwhelmingly positive, with 100% approval for the Climate of Support for Academic Learning, which not only shows a 5-point increase but also ranks in the 80th to 99th percentile. Safety and Sense of Belonging also recorded significant gains of 14 and 12 points respectively, with Safety needing further attention despite the improvements, as it still ranks lower compared to other areas.

The overall average approval rates from Spring 2024 show significant improvements in staff approval from 85% to 94% and a noteworthy increase in student approval from 64% to 70%. Family approval remained stable at 96%.

Looking forward, the school is set to maintain these high standards and address the identified areas for improvement, aiming to meet or exceed the targets of at least 65% for students, 95% for families, and 80% for staff. This continuous striving for excellence suggests a proactive approach in managing and enhancing the educational environment for all educational partners.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

MSA-4 is committed to a comprehensive infrastructure enhancement plan that includes focusing on upgrading bathroom facilities and ensuring regular maintenance and proper stocking of all school facilities, in collaboration with the plant manager. In parallel, we are working with food service providers to enhance the quality and variety of meals offered at the school, aiming to meet the nutritional needs and preferences of our students. To support diverse learning needs, we plan to increase the availability of technological resources and incorporate feedback on educational materials. Additionally, we are responding to student demand by expanding the range of team sports and extracurricular activities, which may also involve more community events and increase parent involvement. Furthermore, we will launch a targeted professional development program designed to standardize and improve teacher-student relationship skills throughout the school, fostering a more supportive and effective learning environment.

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

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

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

MSA-4 meticulously designs its master schedule to cater specifically to the diverse needs of our student body, ensuring that all academic content areas are accessible to every student, including various student groups. We provide a robust curriculum that includes core subjects such as English, Mathematics, Social Sciences, and Science, all of which are aligned with our charter petition and graduation requirements. Our commitment to offering a well-rounded education is evident through the detailed organization of our school master schedule, elective forms, class rosters, student schedules, and transcripts.

Additionally, MSA-4 supports our students' educational journeys by providing comprehensive 4-year academic plans and tailored support programs aimed at promoting timely graduation from high school. We also offer credit recovery classes and develop individualized graduation plans for each student. These plans detail the specific courses students need to take throughout their high school years to meet and exceed the requirements for UC/CSU eligibility, ensuring that every student is well-prepared for post-secondary success.

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

At MSA-4, our meticulously crafted master schedule, elective forms, class rosters, student schedules, and transcripts clearly demonstrate that 100% of our students have access to a comprehensive course of study. This includes core subjects such as English, Mathematics, Social Sciences, and Science, along with a diverse range of electives, all aligned with the specifications outlined in our charter petition.

In addition to the standard curriculum, we provide tailored academic programs and services based on specific student needs and interests, as detailed in our charter. For instance, we offer CCSS-aligned ELA and Math intervention classes for students requiring additional support. Our EL and immigrant students receive both designated and integrated ELD instruction and intervention to bolster their academic proficiency. We monitor progress in ELA/Literacy, Math, and ELD through our robust interim assessments, including MAP and IAB tests.

MSA-4 also offers Advanced Placement (AP) courses, which this year included English Language and Composition, Spanish Language and Culture, Statistics, and World History (Modern), selected based on student interests and academic goals. Furthermore, all students from grades 9-12 have access to our Advisory classes, which focus on college planning and career exploration. This program includes preparation for college readiness, such as ACT/SAT test preparation.

To ensure that our students meet and exceed UC/CSU requirements, we provide credit recovery classes and devise individual graduation plans that outline the specific courses each student will take during their high school years. Our commitment to academic excellence is reflected in our impressive one-year cohort graduation rate of 100% last year, with every graduate successfully completing courses that satisfy UC/CSU requirements.

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

MSA-4 proudly offers a comprehensive, college-preparatory curriculum with a strong emphasis on STEAM (Science, Technology, Engineering, Arts, and Mathematics) to all our students. This program is designed to equip students with the critical thinking and technical skills necessary for success in higher education and future careers, fostering a broad-based educational experience that emphasizes interdisciplinary learning and innovation.

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

MSA-4 is committed to continuing our provision of a college-preparatory, STEAM-focused broad course of study to ensure all our students graduate ready for college and careers. We are dedicated to enhancing our curriculum to provide a more holistic education that includes a wider array of elective courses aligned with career pathways. Our comprehensive approach also incorporates ongoing health and physical education, diverse arts programs, and expanded civics, life skills, and social-emotional learning (SEL) programs.

To further enrich our students' educational experiences, we offer a variety of experiential learning opportunities. These include instructional field trips, internships, community service programs, and clubs, all contingent on the availability of financial and human resources. MSA-4 is committed to maximizing our resources to deliver a well-rounded educational experience that prepares our students for future success.

Additionally, we have established a dual enrollment partnership with West LA College, offering a variety of college courses that allow students to earn college credits while still in high school. We are also excited to announce the establishment of a STEAM-focused Career Technical Education (CTE) track, designed to provide hands-on learning in fields that integrate science, technology, engineering, arts, and mathematics, further preparing our students for the demands of the modern workforce.

# Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| **Coordinating Instruction** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2024-25 Local Performance Indicator Self-Reflection

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

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 15.8 | 9.9 | 1.5 | 1.0 | 3.0 | 0 | 0.4 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

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

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

# Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

MSA-5 school team observed how students adapt to a new location, transition from online to in-person learning, and adjust to changes in protocols. These observations led us to reevaluate our academic programs and extracurricular activities. Consequently, we incorporated Social-Emotional Learning into our school curriculum to nurture students' social and emotional skills. Additionally, we introduced new teachers, requiring students to adjust to unfamiliar classrooms and staff in a different setting.

The satisfaction of parents with a 97% approval rate and staff (80%) is evident from the survey results. Based on the feedback received from the surveys and the specific suggestions provided after reviewing the results with staff, it's evident that improving the Climate of Support and Sense of Belonging within the school community emerged as a

significant focus area. One suggestion that we can offer will be to focus and promote a positive work culture like attitude improvement, fostering stronger connections with students through home visits, and celebrating successes with positive phone calls home along with encouraging more interactions and engagement in activities within the school community.  The slight decrease in student satisfaction rates could be attributed to various factors such as changes in educational programs, facilities, or services, which may not have met students' expectations. Additionally, external factors such as the impact of the pandemic on learning experiences or campus life could have influenced student satisfaction levels.

Regarding discipline, incidents of bullying have decreased, and fighting is no longer a significant issue. We have also effectively addressed peer-related concerns such as racial disparities. Staff members feel that our school enforces rules fairly and handles disciplinary matters appropriately. The topics with the highest approval rates include "Climate of Support for Academic Learning" and "Knowledge and Fairness of Discipline, Rules and Norms," A unanimous 100% of the staff believe that students are aware of the school rules and expectations. Students appreciate the enjoyable activities we organize during lunchtime, such as games, hot chocolate day, and numerous field trips, which fosters a perception that teachers genuinely care about and support students.

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

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

Patterns that emerge from these suggestions include the overarching theme of enhancing community engagement, fostering positive relationships, and creating inclusive environments across all survey types. Areas that require closer attention include: ensuring alignment between staff and student perceptions of the school culture and sense of belonging. Addressing any disparities between the experiences and needs of different student groups, particularly those from marginalized backgrounds. And, lastly, implementing targeted initiatives to improve communication and collaboration between the school, families, and staff members.
Regarding family surveys, the two major areas of concern safety and parking lot issues are MSA-5 has continued to implement new strategies to improve building relationships with its educational partners.  Families have often commented on the area not being desirable, the lunch and nutrition areas have recently been moved to a covered tent area east of where they previously were located. The tentative plan for MSA5 is to secure our new location in August 2024. Implementing this plan into action will alleviate a lot of these concerns and create a more open platform for troubleshooting any new challenges. When folks feel safe and are already invested in the MSA community, our enrollment numbers will most likely increase.

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

Safety and parking lot issues are brought up by parents.To address these, MSA-5 has been actively implementing new strategies to strengthen relationships with educational partners. Families have often expressed dissatisfaction with the current state of the area, noting its undesirability. As an improvement step, the lunch and nutrition areas have recently been relocated to a covered tent area east of their previous location. MSA-5's tentative plan is to move into a new location by August 2024. Implementing this plan will address many of the concerns raised by families and provide a more conducive environment for tackling any new challenges that may arise. When individuals feel safe and invested in the MSA community, it is likely that our enrollment numbers will increase. Lastly, the recent changes in administration have had a positive impact on the overall culture of the workplace. There's a renewed sense of teamwork and collaboration, which has improved morale among staff members.

## Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

Our main goal is to assist teachers in fostering a stronger culture of collaboration among colleagues and students. To achieve this, we have implemented the "train the trainer" model and shared "promising practices" through professional development (PD) series such as the "Teach like a Champion" and other instructional programs like the new curricula of HMH for math and TCI for Social Science. These initiatives have helped create a close-knit community within the school.Based on the responses, what we  can be most proud of is encouraging a culture of support and effective communication within our school community. This indicates that staff, families, and students feel valued and connected, which is crucial for a positive learning environment.

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

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

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

There has been a collective desire from students, parents, and staff to secure a permanent location for our school, and efforts are currently underway to achieve this goal. The uncertainty associated with sharing a campus has impacted survey results and posed challenges in building a strong school culture. The limitations of our facilities hinder our ability to achieve our mission and fully embody the essence of a true science academy.
Additionally, there is a recurring pattern of student dissatisfaction with the dress code and uniform policy. To address this issue, we can work towards offering a wider variety of uniform options and providing clear explanations about the

rationale behind the uniform policy. By doing so, we can improve student satisfaction and help them understand how the uniform policy contributes to a conducive learning environment.Based on the feedback received from the surveys and the specific suggestions provided after reviewing the results with staff, it's evident that improving the Climate of Support and Sense of Belonging within the school community emerged as a significant focus area. One suggestion that we can offer will be to focus and promote a positive work culture like attitude improvement, fostering stronger connections with students through home visits, and celebrating successes with positive phone calls home along with encouraging more interactions and engagement in activities within the school community.

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

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

## Section 3: Seeking Input for Decision-Making

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

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

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

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

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

At MSA-5, educational partners have several ways to provide their input and engage in decision-making. Platforms such as weekly faculty meetings, the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), the Restorative Justice Committee, and the Student Council offer opportunities for discussions and reviews on various topics. These topics include school site changes and updates, the school budget, restricted funds like the Community School Grant, ARP, Title and ESSER, student recruitment, the length of the instructional year, and school climate and culture-related events. These platforms ensure that educational partners can influence and shape important decisions at MSA-5.

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

Enhancing parent attendance at school gatherings and creating more community events outside school premises are essential areas needing improvement. Promoting regular parent participation and arranging off-site events will strengthen connections and engagement within the community.

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

MSA-5 uses a dual strategy of printed notifications and electronic communication to effectively connect with underrepresented families. To ensure important messages reach parents, students from these families receive PBIS incentives. The PACE coordinator is crucial in helping parents set up their parent portal accounts, allowing them to receive school news and notifications in their preferred language.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSA-5 collects feedback from students, families, and staff using the CORE Districts survey developed by Panorama Education. The survey results for Spring 2024 show a 100% participation rate for students, 88.4% for families, and 96.3% for staff, with slight fluctuations compared to Spring 2023. The data is disaggregated by student groups and compared to the CORE Districts dataset. Overall satisfaction rates for Spring 2024 are 78% for students, 96% for families, and 93% for staff. These figures show a decrease of 3 percentage points for students, stability for families, and an increase of 18 percentage points for staff compared to Spring 2023.

The average approval rates are 67% for students, 96% for families, and 80% for staff, with students experiencing a slight decrease of 1 percentage point and staff experiencing a significant decrease of 13 percentage points compared to the previous year. Disaggregated data on specific survey topics reveal that students' approval rates for Climate of Support for Academic Learning is 78%, Knowledge and Fairness of Discipline Rules and Norms is 66%, Safety is 67%, and Sense of Belonging is 52%. Families have high approval rates with 98% for Climate of Support for Academic Learning, 99% for Knowledge and Fairness of Discipline Rules and Norms, 87% for Safety, and 98% for Sense of Belonging. Staff's approval rates are 97% for Climate of Support for Academic Learning, 78% for Knowledge and Fairness of Discipline Rules and Norms, 75% for Safety, and 69% for Sense of Belonging.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key learnings from the survey data indicate several areas of strength and identified needs. Family satisfaction remains consistently high, demonstrating strong perceptions of academic support and fairness in disciplinary practices. Staff satisfaction has shown significant improvements in the Knowledge and Fairness of Discipline Rules and Norms and Safety categories. Additionally, there has been a notable increase in the students' Sense of Belonging, indicating progress in fostering a connected school environment.

However, some areas need attention. The Sense of Belonging among students, while improved, still remains in a lower percentile range, suggesting a need for more targeted efforts to enhance connectedness and safety perceptions. The significant decrease in staff approval rates highlights areas for improvement in workplace conditions, communication, and support. Disaggregated data reveals that staff approval rates are lower than those for students, indicating a discrepancy in perceptions of school culture and belonging.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the identified needs, MSA-5 plans to make several changes to existing plans, policies, and procedures. To enhance the Sense of Belonging, the school will emphasize the concept of "respect" in Life Skills and Advisory courses and increase supervision in both indoor and outdoor spaces to enhance safety measures. To improve staff satisfaction, ongoing professional development opportunities will be implemented, open communication channels will be established, and staff contributions will be recognized. Additionally, addressing workload concerns and providing additional support where needed will be prioritized.

To improve community engagement, MSA-5 will continue to involve families in decision-making processes through PAC/ELAC and faculty meetings and use platforms like ParentSquare to keep the community updated on the new facility project and seek feedback. The school also plans to enhance college and career counseling services to provide better guidance and support for students, particularly in the college application process. By addressing these areas with targeted interventions and proactive measures, MSA-5 aims to enhance overall satisfaction and meet or exceed the set approval targets in the upcoming year.

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

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

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

MSA-5 creates its master schedule to address the needs of all students, ensuring that academic content areas are accessible to every student, including those in subgroups. Core subjects such as English, Mathematics, Social Sciences, and Science, along with electives, are offered in alignment with our charter petition and graduation requirements. This commitment is evident in the school master schedule, elective forms, class rosters, student schedules, and transcripts, demonstrating MSA-5's dedication to providing a comprehensive education.

Additionally, MSA-5 supports students with 4-year plans and various programs to ensure they graduate on time. We offer credit recovery classes and individual graduation plans that outline the courses students will take throughout high school to meet UC/CSU requirements.

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

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

We also provide all other academic programs and services specified in our charter petition, tailored to student needs and interests. For instance, we offer CCSS-aligned ELA and math intervention classes to students requiring additional support. Designated and integrated ELD instruction, support, and intervention are available to ELLs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD using interim assessments such as MAP and IAB. Additionally, every student has access to a computer in class to utilize instructional software like myON, StudySync, Khan Academy, GIMKIT, Gizmos, etc.

We offer students opportunities to take Advanced Placement (AP) courses based on their needs and interests. This year, AP courses include AP Spanish Language and Culture, AP Environmental Science, and AP US Government. Moreover, high school students are assisted in enrolling in dual enrollment classes through Los Angeles Pierce College.

All students have access to "Advisory" classes, which include college planning and career exploration programs. For example, high school students took a counseling class through the LAVC Dual Enrollment program in Fall 2022 and now continuing with Pierce College. MSA-5 also offers credit recovery classes and individual graduation plans, outlining the courses students will take throughout high school to meet UC/CSU requirements.

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

Some of our newcomers are behind in their expected coursework, so the MSA-5 administrative team adjusts their schedules to help them stay on track to culminate or graduate. However, due to facility constraints, offering a wider range of elective courses and lab-based science classes is challenging.

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

MSA-5 will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all students, ensuring they graduate ready for college and careers.

To offer a more well-rounded education, MSA-5 will strive to add more programs, such as additional elective courses aligned with career pathways, ongoing health and physical education, diverse arts programs, and increased civics, digital citizenship, and SEL programs. We will also provide experiential learning opportunities, including instructional field trips, internships, community service programs, and clubs. These additional programs depend on the availability of financial and human resources. MSA-5 will maximize its resources to provide students with a comprehensive educational experience.

# Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| **Coordinating Instruction** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
|     a. Review of required outcome data. | | | | | |
|     b. Identifying existing educational alternatives for expelled pupils, | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2024-25 Local Performance Indicator Self-Reflection

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

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 6.7 | 6.7 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

> MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, and Physical Education.

# Parental Involvement and Family Engagement (LCFF Priority 3)

## Introduction

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

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

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

> Magnolia Science Academy 6 has been focused on building relationships between the school, it's staff, and their families. This year, we were able to conduct many meetings throughout the year in order to make sure that we have opportunities for our parents to be involved with our staff and our school.
>
> On a monthly basis, the principal will host a PAC/Coffee with the Principal meeting with students and with parents in order to keep our families up to date with the latest news about our school. Post pandemic, most of our meetings are in person with the option to zoom. Through these options, we still have all of our parents zooming rather than being in-person. We believe that this is the convenient option for our parents and it has yielded high participation rates

throughout the year.  We had one in-person ptf/pac meeting, with no online option, and it was a success, with nearly a fourth of our parents coming for this meeting.

Lastly, we have had other opportunities for our families to be connected with our school through our ELAC meetings, which is held 4 times per year, and through our Parent College Program, which was held 5 times this year.

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

Although there are many ways to communicate with the school; including Coffee with the Principal, PAC meetings, ELAC meetings, and the Parent College Program, we would still like to have other opportunities to Build Relationships with our Families.  We are currently brainstorming other ways that we can get families to become a part of our Magnolia family by thinking of ideas like; Bingo night, Family movie night, and any other event that might interest our families to come to our school and to meet the school team.  This year we hosted one all in-person meeting with no zoom option and we were able to get about 1/3rd of our families to come in-person.  We had a book that the parents were given in order to give to their students, the 7 Habits of Highly Successful Teens.  The parents seemed to have a good time and it was a good time to connect with them.

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

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community. We have been having increased positive relationships, particularly since we have had PBIS trainings that were offered by Los Angeles County of Education in the years past.

Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo, Twitter, Facebook and Illuminate (our SIS system).  Also, our school website is always up to date to keep all stakeholders posted.

For face to face meetings, we have an open door policy where parents are able to join our /Parent Task Force (PTF), English Language Advisory Committee (ELAC), our Parent Advisory Committee (PAC) meetings, Title I meetings, and our Coffee with the Principal meetings. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. We always have one bilingual staff member who provides translation in these meetings. As an added way of building relationships with families, we have fun activities like; our, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

Magnolia Science Academy 6 will do it's best to help improve all families, including engagement from underrepresented families, by making sure that we do our Home Visit, which is a staple of all Magnolia Science Academy schools.  This year, our target was to hit 25% of our students.  We were able to hit that target by the end of the second semester.  With that in mind, we want to be strategic about who we do Home Visits for.  We would like to make sure that we are targeting students who are in need of a Home Visit or underrepresented families who may benefit from a Home Visit as well.

This year,  we will have a new Community Schools Coordinator (CSC), who has gathered resources from all of our partners, to share with our parents during our Coffee with the Principal Meetings and PAC meetings. We will be continuing with this CSC position in order for us to find and provide more resources for our community.  In addition, we will also have another teacher who will be the Family and Outreach coordinator in order to assist and take lead with meeting families in our community and outside our community.

**Section 2: Building Partnerships for Student Outcomes**

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

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

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

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

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

> MSA-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcomes as well. Some of the professional development opportunities that our teachers have taken are the: LACOE Admin program, Conditioning and Strengthening for Physical Education, and teaching credentialing degrees. As a result of these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.
>
> Teachers also have the opportunity to build relationships with parents and their child(ren) by enrolling in a course, "Parent College," and going through a curriculum that helps parents become more familiar with the education sector. The topics that are included in this program are; Common Core State standards, high school readiness, college applications, grants, enrollment, statistics, testing, extra-curricular activities...etc. At the end of the curriculum, the parents who attend every session graduate from the Parent College course, where we have a ceremony just like how we do for our culminating 8th graders. Lastly, per our charter petition, we do "Home Visits" throughout the school year. Every year we try to hit our target of meeting the home visit goal. The goal is visiting min. 25% of our school's population, which is usually around 23 families.  This is where we are able to go over to families' homes, chat with them, and bond with them to help increase the sense of belonging at our school.

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

> Magnolia Science Academy 6 looks at its own data and does an analysis of its data to make sure that we are familiar with our overall data and our detailed data as well.  Aside from the overall score, we look at the data from an ethnic standpoint, and from a special programs standpoint.  One of the areas that we want to improve on will be to increase

our scores for the special programs group; English language learners and our Students with Disabilities group. The students in these two groups have not shown significant improvement from last year's MAP results (Measures of Academic Progress) and we would like to make sure we have improvement and a focus on these two groups.

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

This year, we will have a PACE coordinator/CSC coordinator, the Parent and Community Engagement Coordinator from the beginning of the school year, and the Family and Outreach Engagement coordinator. I am hoping that with these two positions filled at the beginning of the school year, we will be able to connect with families more than ever before. This will then help strengthen our partnership with the families and which we hope will help with our academics. The PACE coordinator and the Family and Community will help us be able to bring in more families to our afterschool programs, to our Saturday school programs, and to our online tutoring service, Tutorme. This year, we have also partnered with Think Together, who is an after-school program until 6 pm. We hope that with the added academic support we can see growth from all of our students who are involved.

## Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Through Magnolia Science Academy 6's meetings; (PTF, Coffee with the Principal, PAC, ELAC...etc.) with our educational partners, any important information that will affect their lives will be presented in a way so that our families can be informed, make comments, and/or ask questions about the decision making process. We encourage all of our parents to make sure that they are in attendance so that we can make a collaborative/joint decision on things that will affect our school. Some of the examples, of decisions that we have made, include our bus transportation pick up locations and times, our Title I fund expenditures, our ESSER 3 funding expenditures, and our 8th-grade fundraiser/graduation decisions.

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

> Magnolia Science Academy 6's is always looking for further improving our decision making process by gathering as much data as possible, analyzing that data, and then making an informed decision with that data. One of the best ways to gather more data, is to use surveys/polls from our ed partner surveys. Lastly, our parentsquare app, has helped us make sure that we communicate with all of our families about the important decisions that we are making and to share the news with them. The parentsquare app also has features similar to Zoom and google forms, if needed.

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

> We currently have a Family and Outreach Engagement coordinator. We are hoping that with this position along with the Community schools coordinator, will be able to reach all families, especially underrepresented families, to help us with the decision making process. We are hoping that these two positions will also help us with Home Visits, phone calls, zoom calls, emails...etc. to make contact with them to become more engaged and to be a part of our school. Through making these connections, we plan to have these underrepresented families come to important meetings where they can listen, learn, and make informed choices/comments/questions about any decision that the school would like to make.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Through our ed partner survey, through panorama, we learned the following:

Students - The survey shows that we are amongst the 80th to 99th percentile in all categories.  Our strongest being the climate of support for academic learning at 84%.
Staff - The survey shows that we are amongst the 80th to 99th percentile in 3 or the 4 categories.  Our strongest being the climate of support for academic learning at 98%.
Families - The survey shows that we are amongst the 80th to 99th percentile in all categories.  Our strongest being the safety and climate of support for academic learning at 100% and 99% respectively.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

After analyzing the panorama survey, we believe that our areas of needs are:

Students - The survey shows that "sense of belonging" was identified as an area of need at 72%, but an increase of 5 points from last year.
Staff - The survey shows that "sense of belonging" was identified as an area of need at 72%, a decrease  of 12 points from last year. Looking deeper into this category, the question "How many adults at this school have close professional relationships with one another?" had a significant drop of 43%.  Also, the question, "How many adults at this school feel a responsibility to improve this school?" had dropped 22%. We noticed that room sharing became difficult at times, causing teachers of different organizational habits and work style to have to find many compromises. Also, we had two staff leave the site this year midway through, and we believe it caused damage to the staff culture. We can certainly use more team building opportunities to unite staff and develop deeper relationships.

Some areas of strength that were mentioned were:
Student - Words that repeated in the free responses were:  staff, kids, and friends.
Staff - The ratio of students to teachers, collaboration of the staff, actively creating and building an environment that feels safe for students.
Families - Teachers/staff, small school, and communication

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

This is what our next steps are after examining the results in terms of revisiting the following policies and inquiring about the following: :

We'll go over the uniform policy.
We will go over if we can afford and if we can install lockers at our school.
We have done diversity training and we will do a Multicultural Food Festival.
We are looking into utilizing our ELOP funds in a way that is education and fun.

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

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

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

MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

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

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

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

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

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

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready. In an effort to provide a more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

# Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2024-25 Local Performance Indicator Self-Reflection

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

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 13.2 | 10.2 | 1.0 | 1.0 | 1.0 | 0 | 0 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

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

> MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to EL students by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. EL students have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year in addition to the weekly two hours of staff collaboration and PD time built into the 2023-24 school year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical

> Education, and Visual and Performing Arts. Staff members are also trained on Social Emotional Learning (SEL) supports and Positive Behavior Interventions and Supports (PBIS) for students.

## Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

MSA-7's strength lies in its strategic collaboration between the PACE and CSC, forming the Magnolia Engagement Team (MET). This team has successfully made communication smoother, leading to a noticeable 3% rise in parent participation. Moreover, the MET's existence has facilitated the establishment of authentic connections with families and local community organizations, fostering a sense of trust and partnership. Evidence of this can be found in our yearly educational partner survey, where 96% of our families expressed feeling safe within the school and its surrounding area, this was a slight increase from last year. Leveraging these relationships, MSA7 has not only introduced new resources to its school community but has also spotlighted local partnerships where families can readily access additional support, further enhancing the institution's holistic approach to education and community engagement. Another highlight is that this year 29% of our student have received a home visit.

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

After analyzing feedback from our educational partners and local data, it's evident that while our After reviewing input from our educational partners and local data, it's clear that while our families still highly appreciate (99%) the supportive academic atmosphere in our schools, there has been a slight drop in how they view the fairness and understanding of discipline procedures. This trend isn't just seen in family responses but also in staff feedback, which noted a 10% decrease in the same area.

To address these findings, our focus for the upcoming school year will be on improving the relationship between school staff and families by fostering a culture centered on coaching and growth. This involves not only supporting our staff in implementing fair and consistent disciplinary measures but also encouraging open communication and teamwork between school staff and families. By prioritizing this, we aim to tackle the areas needing improvement and strengthen the connection between our school community and families, ensuring a more inclusive and supportive learning environment for all involved.

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

While the MSA7 MET's bilingual capability (English and Spanish) has contributed to increased engagement, there remains a gap in accommodating other languages. To address this gap, MSA7 has used funding from the CCSPP to purchase a translation device capable of real-time translation in over 100 languages. This device, located in the office, serves as a resource for meetings such as Individualized Education Program (IEP) sessions, Student Support and Progress Team (SSPT) meetings, and other parent meetings.

In addition to recognizing the importance of social media MSA7 has increased its presence on social media platforms, doubling its following and using these as tools to reach a broader audience, including underrepresented families. Additionally, the school has maximized the functionality of the Parent Square app, a comprehensive communication tool that offers multilingual support, ensuring that all communications, including monthly newsletters, school updates, reminders, and more, are all accessible to families in their preferred language.

Furthermore, MSA7 has implemented a proactive approach by tailoring weekly recaps based on the specific preferences and needs of its diverse families, thereby fostering a sense of inclusivity and responsiveness within the school community.

**Section 2: Building Partnerships for Student Outcomes**

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

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

| Practices | Rating Scale Number |
|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 4 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 |

| Practices | Rating Scale Number |
|---|---|
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 4 |

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

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

MSA7 has made significant progress in developing partnerships to improve student outcomes. A notable achievement is the collaboration with local community organizations such as Code Ninjas, Northridge Art Studio, and KidzToPro, which offer valuable after-school clubs. This effort has been successful, benefiting 60 students this year alone.

Furthermore, MSA7 has actively engaged with the community by organizing four impactful giveaway events during the fall semester. These events included distributing backpacks and school supplies in August, hosting a community resource fair with 17 partners in September, providing hygiene items in October, and offering fresh produce and food in November. These initiatives not only provide essential resources but also strengthen community ties and support networks.

Additionally, MSA7 is dedicated to supporting parents through various meetings and programs. Apart from the community events mentioned earlier, there are meetings such as the Student Success Planning Team (SSPT), Academic Support Meetings, ELD Coordinator Meetings, and Individualized Education Program (IEP) meetings. These gatherings facilitate collaborative discussions and planning tailored to students' specific needs, ensuring their academic success. MSA7's proactive approach in fostering partnerships and supporting families highlights its commitment to creating a conducive learning environment and advancing student achievement.

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

While MSA7 has successfully collaborated with partners to bring valuable resources on campus, one significant area needing enhancement is increasing attendance at these events. Although there has been a growth in attendance compared to the previous year, MSA\7 aims to further boost participation.

This year, MSA7 introduced Adult ESL Classes, which were well-received by parents. However, feedback from parents also highlighted the desire for additional workshops focusing on areas such as financial literacy, understanding the educational system, and computer skills. These workshops are seen as essential for empowering parents to support their children's academic journey effectively.
MSA7 is committed to prioritizing methods that boost involvement and active participation among parents and community members. This involves investigating inventive ways to advertise events, raising awareness about the resources on offer, and customizing offerings to cater to the various needs of our community.

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

Currently, only 75% of our families feel that their culture is represented in school activities. MSA7 is dedicated to increasing this percentage through targeted efforts. One approach involves expanding the number of events where

families can share their experiences and viewpoints. This year, MSA7 organized eight community events, some suggested by parents themselves, such as movie nights and the community market, with the aim of nurturing stronger connections and a sense of community among families.

Furthermore, MSA7 will roll out additional initiatives to better engage underrepresented families. This includes conducting surveys and focus groups to gain deeper insights into their needs and preferences, and actively involving them in decision-making processes. By prioritizing the voices and experiences of underrepresented families, MSA7 aims to cultivate a more inclusive and supportive educational environment that benefits all students.

## Section 3: Seeking Input for Decision-Making

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

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

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

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

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

One strength of MSA-7 in seeking input for decision-making is the various ways we gather feedback from educational partners. We hold meetings, conduct surveys, and more. This year, we added the Asset and Needs Assessment in the fall to gather even more feedback.Our surveys get very high compilation rates with most of them in the 90% range. We also make sure to follow up on surveys and meetings to show we're listening and taking action. We share updates on our website, social media, and the ParentSquare app to keep everyone informed. It's important for our families, staff, and students to feel heard, so we highlight any actions we take based on their suggestions.

Another strength is how accessible our staff and administrators are to families. We prioritize being available and responsive, which families appreciate according to this year's surveys. They like how quickly staff respond to their needs and keep them informed about school events. This accessibility builds trust and collaboration, showing our commitment to making decisions that benefit everyone in our school community.

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

Although MSA7 typically receives high response rates for our surveys, we've noticed a need to boost attendance at our in-person meetings, such as the Parent Advisory Council (PAC) and English Learners Parent Advisory Council (EL-PAC). Despite our efforts to organize these gatherings, attendance has been lower than desired in the past.

To tackle this challenge, we've made changes during the spring semester by switching these meetings to a hybrid format. This means participants can choose between attending in person or virtually, catering to different preferences and schedules. This adjustment aims to encourage more widespread participation. Consequently, we've seen a noticeable uptick in the number of attendees actively engaging in these discussions.

Looking ahead, we are dedicated to refining our approaches for soliciting input from stakeholders, ensuring that every voice is not only heard but also valued in our decision-making processes.

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

One important way we're improving input from underrepresented families is by improving translation services for languages other than English and Spanish. We've invested in a new translation device that works in real-time to better help families with diverse language needs.

We also know it's crucial to set up systems and programs to engage and support our Newcomer families. Our English Language Development (ELD) Coordinator is working closely with our PACE and CSC Coordinators to make these supports even better.

Additionally, we want to make sure all families feel included and encouraged to join meetings, committees, and events at our school. We're focusing on strengthening our culturally responsive programs to achieve this. By putting these efforts first, we're committed to making sure every family's voice is heard in our decision-making.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSA-7 annually conducts the CORE Districts survey instrument to students in grades 3-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our educational partners during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and school connectedness.

In 2023-24, 96.8% of our 3rd to 5th grade students participated in the survey and their responses provided an average approval rating of 68% on the four topics of the survey, with a rating of 69% on Topic 1 (Climate of Academic support) and a rating of 68% on Topic 2 (Knowledge and Fairness of Discipline), a rating of 63% on Topic 3 (Safety) and a rating of 71% on Topic 4 (Sense of Belonging), whereas 89% answered positively to the question, "Overall, I am satisfied and would recommend this school to other students."

The changes in average approval rates from Spring 2023 to Spring 2024 were down for two educational partner categories with a decrease of 5 points for students (73% to 68%), 2 points for family (99% to 97%) and a significant decrease of 9 points for staff (90% to 81%).

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Some of the highlights from the surveys was the parent satisfaction rating of "Overall, I am satisfied and would recommend this school to other students/parents/educators" was 96%. We also maintained a 97% or higher on all 4 topics on the family survey. Students stated the teachers care about you and when you're feeling sad they talk to you. Parents stated they love the sense of community and the fact that the teachers and other staff know my kids well and are always looking out for them and they take the time to address the issues and find solutions. Staff stated how much they like the community of the school and the relationships between the staff and students. staff is professional and they balance rigor with playtime, and the way that the school strives to be supportive and equitable toward the students.

Some of the Identified needs from the survey was the 9% drop in the staff average approval rates from last year. We saw a decrease of 9% in "Knowledge and Fairness of Discipline, Rules, and Norms" on the student survey and a 12% decrease in "Sense of Belonging (School Connectedness)" on the staff survey. Students stated we need better food to our school to be improved and teacher aides to be fair with how they give chances to all students. Parents stated the school should have a parent day, where each parent can come to class to observe, help the teacher , and see the school environment that their child experiences. Staff stated the lack of students accountability and there are no consequences and the students know they aren't going to face any consequences so behaviors continue. We need to remember to be respectful to each other especially in difficult and stressful moments. Both parents and staff stated that the after school ARC program needs to reflect on the overall program and train staff on implementing safety protocols, student behavior, and having respect for staff and school property.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

After analyzing all partner surveys we identified the biggest areas of concern and will put an action plan in place to address these concerns. These areas include: We plan on partnering with Los Angeles Institute for Restorative Practice (LAIRP), an on-campus training to promote team culture; hired a permanent ARC Site Coordinator to solidify the program and improve overall ARC structure and services and additionally hire a ELOP Coordinator to improve coordination between students, parents, staff, and the ARC program; reviewing potential food service companies to possibly partner up with another food service vendor; reinforcing consistent expectations amongst all staff members both inside and outside the classroom and having comprehensive training for all supervising staff.

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

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

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

MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and non-core subject areas such PE, Health, and Art are offered aligned with our charter petition and graduation requirements. Our students with disabilities have access to all general education curriculum and programs with RSP support as indicated in their IEPs. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

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

As evidenced by our master schedule, after school club forms, class rosters, student schedules and transcripts, 100% of our students have access to a broad course of study, including core subjects (English language arts, mathematics, social sciences, and science) and specials as outlined in our charter petition such as Computer, PE/Health, and Life Skills (SEL). We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction and support/ intervention to ELs, including Newcomer students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.) We provide students with opportunities to participate in Enrichment Programs based on student needs and interests.

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

MSA-7 provides access to a college and career awareness, STEAM focused broad course of study for all our students.

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

MSA-7 will continue to provide access to a College and Career Week to develop and motivate students to become college and career ready. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional non-core subject programs to bring awareness to college and career readiness, health & physical education, diverse art & music programs, sports programs, and SEL programs, etc. In addition, we will continue to provide our students with experiential learning opportunities, including but not limited to: Instructional field trips, community service programs, school site-based community events, clubs, academic competitions, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded educational experience for our students.

# Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

　Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

**MAGNOLIA SCIENCE ACADEMY 8 | BELL**

# 2024-25 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-Bell | Suat Acar<br>Interim Principal | sacar@magnoliapublicschools.org<br>(323) 826-3925 |

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

# Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 24.2 | 18.2 | 0 | 2.5 | 3.4 | 0 | 0.1 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

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

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year in areas such as:

1. Common Core ELA/Literacy, math
2. Supports and Intervention for Students with Disabilities, especially Universal Design for Learning (UDL)
3. ELD Standards and integration of ELD standards into content areas
4. MTSS and PBIS

5. Increase learning loss interventions
6. Social emotional learning and teaching practices
7. Restorative practices

# Parental Involvement and Family Engagement (LCFF Priority 3)

## Introduction

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

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

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.  Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4.  Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5.  Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

> This year, the school has increased parent engagement by continuing our signature parent engagement activities such as Parent College (8 sessions), Parent workshops (Schools First, and other Partners), Parent Advisory Committee (PAC) and Parent Task Force. The events were offered both in person and virtually so that we could increase our participation. We received a Community School Grant and increased parent participation at the state level through our Community Engagement Initiative (CEI) work. We are in year 2 of this grant.

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

> Our goal is to increase parent participation, ownership and training our families to engage in advocacy work for their students. into motion the goal is to continue to increase the number of events and participants. Furthermore, since we are in the year 2 of the community school's implementation grant, we plan to increase parent engagement and ownership. We will continue Coffee with the admin meetings as well as Parent Advisory Committees. We plan to introduce the Parent Orientation Nights in the year 2024-25 for existing families to make them aware of their students' curricular activities.

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

> Currently we have visited 82 families this year and we want to at least double that number next school year. We increased the percent of parent participation in our annual parent survey to over 90% this year. We strongly believe that if we increase the feedback we receive from parents and we connect with families via our home visit model, we will strengthen our relationship and families will feel more comfortable engaging with our school, as partners.

## Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

> The following are strengths as identified by each stakeholder group:
>
> Students-
> Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.
>
> Families-

Our families shared that they are most satisfied with the communication, the discipline we have in place, the quality of education and our teachers/staff. Overall, there was a sense that families trust our academic program and are satisfied with our quality in education.

Staff-
Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too.

Overall-
The most notable positive aspect of the survey results came within the free responses about what our educational partners like most about the school. Across all three groups, the connectedness, family atmosphere, level of support, and level of care exhibited by staff are heavily agreed upon. We are very proud of this because we feel that this foundational characteristic of care lends itself to a stronger school culture. We believe that this characteristic is among the highest selling points of our school.

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

The following are needs  as identified by each stakeholder group:

1Students-
Our students continue to feel that the uniform/dress code is too strict and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.

Family-
Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.

Staff-
Our staff indicated that our school has unclear discipline policy and that we lack consequence for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

Overall-
Overall we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner's concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students are fully understanding the importance of uniform, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

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

Next Steps:

Our Dean of students will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners. At the start of the

year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately. The staff will use the summer time to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community. To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year. Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans. Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs. Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.

## Section 3: Seeking Input for Decision-Making

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

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

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

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

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

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as PAC meetings, English Language Advisory Committee (ELAC) meetings, and family workshops/conferences with a focus on the whole child development. Furthermore, the administration and support staff are visible and approachable. This ensures safety is a priority and concerns are addressed in a timely manner.

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

Although various opportunities are provided to engage in the learning community, the pandemic has made it a challenge for families to take on additional responsibilities/availability. Leadership is working to build student and family capacity to fully comprehend and utilize the resources that are available to enhance learning. Such resources include ParentSquare, Smart Tutors, Surveys, etc. An additional area of focus is to build technology partnerships

with the community to provide families with resources such as technology education, low-cost internet, and computers to assist with the changing educational landscape.

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

The LEA wants to increase home visits and give parents an opportunity to provide feedback more frequently.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

2024 SURVEY RESULTS AND COMPARISON WITH 2023 OUTCOMES

PARTICIPATION RATES

Students

Spring 2024 Survey Participation Rates: 99.7%
Spring 2023 Survey Participation Rates: 100%
Change since Spring 2023: (percentage points): -0.3
Next Year Survey Participation Targets:= 95.0%

Families

Spring 2024 Survey Participation Rates: 94.4%
Spring 2023 Survey Participation Rates: 74.9%
Change since Spring 2023: (percentage points): +19.5
Next Year Survey Participation Targets: = 75.0%


Faculty/Staff

Spring 2024 Survey Participation Rates: 100%
Spring 2023 Survey Participation Rates: 100%
Change since Spring 2023: (percentage points): 0.0
Next Year Survey Participation Targets: = 95.0%

OVERALL SATISFACTION RATES

Students

Spring 2024 Overall Satisfaction Rates: 66%
Spring 2023 Overall Satisfaction Rates: 77%
Change since Spring 2023: (percentage points): -11
Next Year Overall Satisfaction Targets: = 75%

Families

Spring 2024 Overall Satisfaction Rates: 93%
Spring 2023 Overall Satisfaction Rates: 92%
Change since Spring 2023: (percentage points): +1
Next Year Overall Satisfaction Targets: = 95%

Faculty/Staff

Spring 2024 Overall Satisfaction Rates: 77%
Spring 2023 Overall Satisfaction Rates: 87%
Change since Spring 2023: (percentage points): -10
Next Year Overall Satisfaction Targets: = 85%

AVERAGE APPROVAL RATES (Percent Favorable)

Students

Climate of Support for Academic Learning; 63%
Knowledge and Fairness of Discipline, Rules and Norms: 52%
Safety: 59%
Sense of Belonging (School Connectedness): 44%

Families

Climate of Support for Academic Learning; 95%
Knowledge and Fairness of Discipline, Rules and Norms: 90%
Safety: 87%
Sense of Belonging (School Connectedness): 94%

Faculty/Staff

Climate of Support for Academic Learning; 88%
Knowledge and Fairness of Discipline, Rules and Norms: 72%
Safety: 34%
Sense of Belonging (School Connectedness): 69%

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

School Climate (LCFF Priority 6)

MSA Bell conducts annual school climate surveys during the early spring through Panorama. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feels, and how to facilitate improvement. Throughout the document, many references have been made to the various components of the survey. This portion will be dedicated to the free responses from our stakeholders.

The following are strengths as identified by each educational partner group:

Students: Our students continue to identify Friends, teachers/staff, and school activities (sports) as the glows for this school year. This school year, the students added that they enjoy the activities that are taking place during break and lunch and in addition expressed that they really enjoy PE, STEAM and Art classes.

Families: Throughout this academic year, there has been a noticeable uptick in family satisfaction. Parents have increasingly engaged with and supported our school community. They've actively enrolled in our Parent College initiative, taking part in ESL classes and financial literacy workshops conducted in partnership with Schools First Credit Union. Attendance at our Coffee with Administrators sessions has provided them with valuable insights into school operations, upcoming events, and their children's educational experiences. By participating in classroom walkthroughs, parents have firsthand witnessed the progress and achievements of our students, strengthening their connection to their educational journey. Additionally, their involvement in our Parent Advisory Council (PAC) meetings empowers them to contribute to decision-making processes regarding school funding allocation and the introduction of additional campus services.

Furthermore, our families have expressed high satisfaction with our communication practices, disciplinary measures, the quality of education provided, and our dedicated teachers and staff. Overall, there's a prevailing sense of trust in our academic program and satisfaction with the quality of education we offer.

Staff: Our staff identified that working with our students makes them feel satisfied and fulfilled. The teachers and staff identified our caring environment as a highlight and the supportive admin and staff too. Connection is a hallmark of MSA Bell, across all stakeholders the value and importance of connecting and building relationships are essential. The MSA Bell team will continue to adapt to the needs of the community to ensure this continues, especially as students transition to a hybrid. MSA Bell has an array of resources that are available to enhance learning. Leadership will continue to create messaging and training for all stakeholders to fully utilize the resources available.

The following are needs as identified by each educational partner group:

Students: Our students continue to feel that the uniform/dress code is too strict, and they dislike the food that LAUSD provides. Furthermore, our students also feel that not all students are treated equally and that some students get more consequences than others. In addition, the students shared their concern for having a substitute teacher in math class for the majority of the school year.

Family: Our families show concern with the safety aspect, and especially what they are seeing on social media or what they are hearing at home about school fights that are taking place more than ever. In addition, our families show dissatisfaction with our strict uniform rules and the traffic that is observable at drop off and pick up.

Staff: Our staff indicated that our school has unclear discipline policy and that we lack consequences for students with severe behaviors. Furthermore, staff identified that our office is sometimes rude with students and dismissive with families.

Overall, we see that there is some dissatisfaction with areas that the school does not have control over such as: uniform, food and traffic. However, we can share our educational partner's concerns and feedback with the cafeteria personnel and receive a monthly food calendar to communicate more frequently with our partners on what is being offered as breakfast/lunch. Furthermore, we need to work more closely with our staff to ensure that our students fully understand the importance of uniforms, so that this does not continue to be a pressure point for students. Finally, we need to seriously revisit our discipline and MTSS efforts to ensure that rules and consequences are communicated with all education partners and that we have a transparent process that instills trust and confidence in our disciplinary actions.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Here are some other factors that are being explored and implemented to ensure a rigorous academic program that adapts to the needs of the community:

Our Assistant Principal in charge of Discipline will start a task force which will include all educational partners to help identify the next steps for our school to improve our safety and discipline concerns shared by all educational partners.

At the start of the year, the leadership will put a greater emphasis on educating students on the importance of wearing uniforms and using technology appropriately.

The staff will use the summertime to prepare a cohesive plan for teaching students at the beginning of the year why uniforms are important and the benefits that it has on students and the school community.

To build a more inclusive and positive school culture, the leadership will put greater emphasis on the home visit program and ensure we do this earlier in the school year.

Work with History, elective teachers, and other staff to bring awareness to diverse cultures that are embedded in the lesson plans.

Continuing to build on the supervision map that has been created to improve our supervision during unstructured times (break, lunch). Cones are being used to create boundaries for our students. Ensure that weekly supervision huddles are implemented to facilitate communication on needs.

Effectively lead school Psychologists to develop workshops for families to support adolescent changes on how families can support students from home.

Hired a restorative Justice Coordinator to support our Assistant Principal in charge of discipline and PBIS vision.

Hire an intervention teacher or a data coordinator to maximize our intervention programs and effectiveness. Findings have been shared with various educational partners through various meetings/informational sessions.

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

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

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

MSA Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Bell strives to offer a well-rounded education to our students. Furthermore, MSA Bell support staff responsibilities shifted due to the pandemic to ensure connectivity to school. This included phone outreach to determine student needs such as Hot Spots for Internet, Chromebook, or providing technical support to ensure connectivity to classes and the available platforms. All technology is managed and monitored to ensure appropriate usage and inventory.

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

As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services being dependent on student need and interest. For

example, we provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.) All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. The Learning Management System provides teachers with resources to monitor academic progress and tips to connect with students. Mentorship is monitored through the LMS to ensure every child has an adult connection on campus. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or world language courses (Spanish 1 and 2) that would earn credit towards their high school pathway.

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

MSA Bell has executed extensive plans to ensure and provide ongoing connectivity. The major hindrance impacting student connection is the inability to form a personal connection in the virtual environment versus in-person. The pandemic has lead to the monitoring of various data points that identifies our neediest students and extensive plans have been generated to connect or reconnect students and families. These plans include, but not limited to, home visits, conferences and follow-ups, creation of personalized scheduled, support to connect to the various platforms, etc.

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

The following is a list of strategies and actions that are being reviewed for implementation/execution. Some of these plans are currently in action and will be adjusted to continually enhance positive student outcomes.
- Increase tele-outreach to support in various areas such as the transition to hybrid, and educate with online tools such as Illuminate and ParentSquare.
- Evaluate instructional practices to highlight promising instructional practices such as a focus on power standards, ensure assignments are relevant to finish product, emphasize learning skill sets and recognition of the process for learning, staff sharing, and highlighting instructional practices during meetings.
- Adjustment of schedule to ensure time is allocated for an appropriate break and lunchtimes, and shift advisory to assist with academic interventions
- Dedicated task force members to highlight and solicit information about reopening, to be part of the decision-making process.
- As students return, opportunities to increase student-to-student interactions will be explored further through professional development.
- As students return to campus, the instructional staff will focus on reviewing and adjusting the school-wide expectation matrix to continue to align with our PBIS goals.
- Explore communication inhibiting factors

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

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

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
|   a. Review of required outcome data. | | | | | |
|   b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
|   c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# 2024-25 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy - Santa Ana | Steven Keskinturk & Maria Czerner-Rowell<br>Site Director/Secondary Principal & Elementary Principal | skeskinturk@magnoliapublicschools.org &<br>mrowell@magnoliapublicschools.org<br>(714) 479-0115 |

# Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

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

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 36.2 | 32.8 | 2.4 | 0 | 0 | 0 | 1.0 | 0 |

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

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

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

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

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

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

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

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

**Other Adopted Academic Standards**

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

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

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

**Support for Teachers and Administrators**

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

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 24 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with Common Core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-Santa Ana has also provided PD and supported our teachers on MTSS and SEL learning and integration.

# Parental Involvement and Family Engagement (LCFF Priority 3)

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

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

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

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

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

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

This year we we have a bilingual Parent and Community Engagement Liaison and a Community School Coordinator. These positions allows for our school and families to build relationships within our community. Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Coffee with Admin, Parent Check ins, Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter, Instagram), our weekly bilingual newsletter the Hook, Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent

Orientation, Back to School Night, Fall/ Spring Parent teacher conferences, Open House, Home visits, and grade level informational meetings. Fall/ Winter, Cinco de Mayo festivals and volunteer appreciation day.

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

MSASA  will be ensuring that all Educational Partners have a voice. By doing this, we aim to allow for an open door policy during our weekly Coffee with Principals and Educational Partner surveys. In addition to ensuring there is voice, we will continue to strengthen our community partnerships by continuing free breakfast and lunch to all students regardless of income status, school supply drives, and a referral network that provides mental health supports for all educational partners.

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

Based on our surveys given to our families, staff, and students, we have added additional meetings with parents such as Coffee with the Principal, Parent Check-ins, and Parent College; these are added to our regular PAC/PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (Facebook, Twitter), Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software, which allows us to communicate with our families without language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent-teacher conferences, Open House, Home visits, and grade-level informational meetings. Fall/ Winter, Cinco, and volunteer appreciation day.

**Section 2: Building Partnerships for Student Outcomes**

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

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

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

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

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

> Strengths are PAC/Coffee with Principal meetings. This is an opportunity to introduce MTSS support for SEL to the parents.  Parent College  and third party  partnerships  like  parenting classes through Santa Ana College and AltaMed, PBS SoCal, CHOC, StartWell, OC Mix Academy, and OCDE. Grade level college counseling meetings with our parents and students  for supporting and informing parents and students  for a University-going  culture.  For example, 8th grade high school transition meetings, college signing day, FAFSA meetings.  As we establish our parent outreach and provide meetings to involve all our families, building Parent attendance is a focus for us.

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

> At MSASA we will strive to improve our partnerships for student outcomes by making connections with our local city council, congressman, as well as local businesses to strengthen the collaboration among all our educational partners. A focus area will be our mental health/SEL supports as well as the quality of the food that is being served to our students breakfast and lunch.

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

> At MSASA we will continue to promote our home visits so that all families' voices are heard, ideas are met, and that everybody feels included. We will also offer Parent College classes like EL classes, computer skills, and child development classes. We will continue to offer weekly Coffee with Principal sessions in English and Spanish.

## Section 3: Seeking Input for Decision-Making

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

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

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

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

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

At MSASA our current strengths  include  partnerships with the surrounding community to support families in ac academic, behavioral, and social emotional success for their children, letting the parents bring up all concerns in the weekly Coffee with Principal, and sending multiple surveys home throughout the course of the year.

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

We value our educational partners and are using their feedback to strengthen the upcoming school year. Schoolwide instant surveys from  staff provide input for a positive and supportive school climate.  Parent check-in meetings allow for decision making to become ongoing.   Surveys are designed to support all academics, behavioral, and social-emotional needs of the whole child.

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

MSASA will improve engagement of underrepresented families by using Parent Square as an active two way tool of engagement. We will ensure that we have a Community Schools Coordinator and a Community Schools Liaison who are a reflection of our current school community.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

MSASA's 2023-2024 participation for the Family Survey rose 4.8% (81.4%) higher than the 2022-2023 school year (76.6%)
MSASA's Staff Overall Satisfaction rate jumped by 11% from the 2022-2023 school year (85%) to the 2023-2024 school year (96%)
A clean campus and strong community environment was highlighted in the free-responses by the families and students for the 2023-2024 school year
Supportive staff and small class sizes were highlighted in the free-responses by the families and students for the 2023-2024 school year
School activities, clubs, and after-school opportunities are highlighted by Students, families, and staff

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

MSASA's Average Student Approval rate dropped by 3% 2023-2024 school year (70%), versus the average approval rate from 2022-2023 school year which was 73%
Students want the playground to be updated
Relaxation of the dress code
Fairness and equality in school policy enforcement
More food options

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We will get together with our food vendor, Sapphire, and create a menu that is more student selected.
Look into more professional development opportunities for teachers and paraprofessionals.
Ensure there is more staff presence during pick up and drop off.

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

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

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

1) MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered and aligned with our charter petition and graduation requirements. As evidenced by the schoolmaster schedule, elective forms, class rosters, student schedules, and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.
2) As evidenced by our master schedule, elective forms, class rosters, student schedules, and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

3) MSA-Santa Ana provides access to a college-preparatory, STEAM-focused broad course of study for all our students.
4) MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

1) MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation, ensuring satisfaction with UC/CSU requirements.
2) We also provide all other academic programs and services outlined in our charter petition. For example, we provide CCSS-aligned ELA and math intervention classes to all students who need additional support.
3) We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
4) All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction with UC/CSU requirements.
5) In middle school, we offer Power English and Power Math to support our ELD students. In high school, we offer designated ELD classes to support students.
6) Our Sped teachers all push into the classes of the students on their caseloads, taking care of the SAI minutes daily. Teachers also have extra tutoring times and a place for the students to go when they need a quiet place to take a test or when they need a place to calm down.
7) We also partner with our local community college and offer Dual Enrollment.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

One of the barriers that prevents us from providing access to a broad course of study for all students is our communication with families. We have Parent Square which translates into all home languages, but parents are not using it with fidelity.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide a more well-rounded education to our students, MSA-Santa Ana will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded educational experience to our students.
1) We are now offering Dual Enrollment classes three afternoons a week on our campus. This is much easier for parents so they don't have to drive to the college campus.
2) We allow students to take classes at the college that we don't offer.
3) We offer online credit recovery courses for the students who have failed classes in the past.
4) We have all of our textbooks online so that students can access them anywhere.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | 4 | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | 4 | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | 4 | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | 2 | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other | | 2 | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | 2 | | | |

# Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | 5 |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | 4 | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | 4 | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | 4 | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | 3 | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | 3 | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | 3 | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | 3 | | |

# 2024-25 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy San Diego | Gokhan Serce<br>Regional Director and Principal | gserce@magnoliapublicschools.org<br>(619) 644-1300 |

# Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

**Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at
  https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2021-22 | 19.5 | 17.5 | 1.5 | 0 | 0.5 | 0 | 0 | 0 |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

# Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

# Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | | 5 |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | | 5 |

**Other Adopted Academic Standards**

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Career Technical Education | | | 3 | | | |
| Health Education Content Standards | | | 3 | | | |
| Physical Education Model Content Standards | | | | | 5 | |
| Visual and Performing Arts | | | | | 5 | |
| World Language | | | | | 5 | |

**Support for Teachers and Administrators**

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | 5 |
| Identifying the professional learning needs of individual teachers | | | | | 5 |
| Providing support for teachers on the standards they have not yet mastered | | | | | 5 |

**Optional Narrative (Limited to 1,500 characters)**
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

MSA-San Diego ensures that all curricula and assessments meet the standards, with teachers engaging in professional development focused on implementing these standards (CCSS, NGSS, etc.). We support English Learners (ELs) based on their proficiency levels, aligning ELD instruction with the CA ELD standards and framework. ELs have access to both core and supplemental ELD instructional materials, and teachers attend professional development sessions centered on ELD standards. Our teachers complete at least 18 hours of professional development annually, covering areas such as Common Core ELA/Literacy, math, ELD standards, and integrating ELD standards into content areas, along with strategies to support ELs in these curricula. While the emphasis has primarily been on ELA/Literacy, math, and ELD in recent years, MSA-San Diego has also offered professional development and support in NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS, SEL, and personalized professional development. Additionally, a TOSA (Teacher on Special

Assignment) leader is identified for all 10 Magnolia Public Schools to provide monthly professional development for each department.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 5 |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 5 |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

MSA-San Diego fosters trusting and respectful relationships with parents through various activities and events, such as the Summer Welcome Back Picnic, Student/Parent Orientation, Back to School Night, home visits, parent dinner nights, and student-led conferences to encourage parental involvement in programs. Administrators greet all students and parents during morning drop-off and maintain an open-door policy for parents. Our staff connects with families through home visits, learning about students' interests, family dynamics, and home routines to build meaningful, individualized connections that contribute to creating happier, healthier, and more successful students. Home visits are a key component of our education program to enhance student and school performance. The school also holds regular meetings to gather input from families, including PAC/PTF meetings, coffee with admin meetings, and parent workshops.

2.  Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

> MSA-San Diego conducts a family and student experience survey, focusing on areas such as safety, school connectedness, culture, climate, and other aspects of school improvement. The survey feedback highlighted strong relationships between school staff and families. In response to the survey results and input from educational partners, the school has offered additional parent workshops to provide tools for supporting students both academically and socio-emotionally. However, despite the numerous workshop opportunities, participation levels were lower than expected. The new focus area is to increase parent participation in these workshops.

3.  Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

> The school staff engages with families through home visits, discovering students' outside interests, family dynamics, and home routines. This information is then used to establish meaningful, personalized connections that significantly contribute to creating happier, healthier, and smarter students. Home visits are a key element of the school's educational program aimed at enhancing student and school performance. Additionally, the school holds regular meetings to gather feedback from families, including student-led conferences, PAC/PTF meetings, coffee with the administration, and parent workshops.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 5.  Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 5 |
| 6.  Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 5 |
| 7.  Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5 |
| 8.  Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 5 |

## Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1.  Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> MSA-San Diego staff receive training on MTSS expectations and the school culture model during summer inservice. As part of our program, MSA-San Diego enhances student learning through multi-tiered support systems, parent meetings, online tools shared by teachers weekly, newsletters, voice messages, and grade-specific communications. Additionally, student-specific feedback and resources are provided to parents during home visits, student-led conferences, and parent meetings.

MSA-San Diego's communication system, Parent Square, ensures continuous communication between parents and staff through various mediums, including texts, private messages, and voicemail. Parent Square also helps bridge language barriers with its automatic translation feature. Lastly, our teachers use the Kickboard positive behavior point system and Infinite Campus SIS to share students' academic and socio-emotional progress and successes on a daily basis.

2.  Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The school conducts a family and student experience survey with specific questions on Climate of Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. 96% of the families shared that they are in favor of the academic learning opportunities and outcomes and 95% of the families shared that they are in favor of the systems in place when it comes to  social emotional learning  and behavior support systems.

3.  Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

MSA San Diego's communication system, Parent Square, maintains constant communication between parents and staff through various mediums, including texts, private messages, and voicemail. Parent Square also overcomes language barriers between staff and families with its automatic translation feature. To ensure active parental involvement in their students' education, teachers offer both in-person and virtual meetings.

## Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 9.  Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 4 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 5 |

## Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1.  Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

MSA-San Diego regularly holds meetings to collect input from families, including PAC/PTF meetings, MTSS meetings, and community meetings. During these sessions, parents can review and provide feedback on the school's draft budget, MTSS plan, LCAP, WASC, Health and Wellness plan, and Safety plan. Additionally, the school conducts a family and student experience survey, focusing on aspects such as safety, school connectedness, culture, climate, and other areas for school improvement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the survey results educational partners confirm that they are part of the decision making process through surveys and various meeting. 95 % of the families stated that school staff welcomes their suggestions. 98% of the families stated that school staff treats them with respect.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

All the families are offered translation services and virtual/in person meeting accommodations to ensure that they are part of the decision making process. The school shares all the resources through the student/ parent handbook and weekly communications.

# School Climate (LCFF Priority 6)

**Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Student: Our overall approval rate of 82% for our students went up 2 percentage points.  With the exception of one area remaining the same, our student favorability rates in all topic areas have gone up. Our highest favorability rate from our students derived from the survey question, "Teachers give students a chance to take part in classroom discussions or activities". This is an exemplification of  the dedication of  our staff, both certificated and classified, in creating an inclusive school culture where all learner's participation is sought and valued. This was also a high favorability rate last year. This reveals that our school is consistent in valuing our students' feedback, engagement and their responsibility in achieving, contributing and thriving in our classrooms and school events.

Families: The family approval rate for the 2023-2024 school year was 96%. This is a 1% increase from last school year. This year, we have continued to engage our families through different school events such as our Annual Welcome Back Picnic, After School Club Fair, Back to School Night, Family Bingo Night, Thanksgiving Family Lunch, Khan Night, and our in-person Semester Awards Ceremony. We also provide several opportunities for families to be involved in school events such as the Fall Dance, Wellness Day and College & Career Day. This year, we received the Planning Grant as part of CCSPP.  This allowed us to survey our parents additionally on their needs, and asked for feedback on how we could improve our school.  We also held focus groups with our parents, and shared feedback at our monthly PAC meetings.  After collecting this feedback, we started bringing programs, and resources to our school so the families could see the impact of their voice.  We also worked closely with our PTF to plan various events, and grow our parent involvement.  These new efforts may have contributed to a rise in the approval rate from our families as a whole.  We need to improve our drop-off and pick-up procedures to create a more fluid process as this contributes to a decrease in families feeling their children are safe.

Staff:  Our staff approval rate for the 2023-24 school year was 88% compared to 86% last year.  Also, our overall school experience rating was 97%, a 7 point increase from the previous year.  The staff reported a 3 point increase in Sense of Belonging at 89% approval this year.  Our lowest approval rate was in school safety, at 80%, but was a 6 point increase from the previous year.  We had a slight drop in Climate of Support for Academic Learning with just a 1 point decrease from the previous year and stayed consistent with no change in Knowledge and Fairness of Discipline, Rules and Norms.   The drop in Climate of Support for Academic Learning was evident in the sub questions.  While 94% responded favorably to "promotes academic success for all students", it was a decrease of 3 points from the previous year.  Another notable sub question was "encourages students to enroll in rigorous courses regardless of their race, ethnicity or nationality" which had a 7 point decrease and 93% favorable response.  Our increase in approval ratings for staff are attributed to how we support our staff in a variety of ways including weekly staff and grade level meetings.  We also have our biweekly Leadership meetings to discuss issues and make team decisions with teachers.  Lastly, we try to boost staff camaraderie and morale by celebrating birthdays, baby showers, staff lunches and outings including bowling with staff.  In all of the rating scales, our newer staff is the group that usually reports lower scores, so our focus for next year will be to build in more support for our new staff/teachers to make them feel part of the team and school culture sooner.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Success:

Student: Once again this school year, our highest favorability rates from our students are from the survey questions "Overall School Experience" and "Climate of Support for Academic Learning". This is an indication that the work that our teachers have devoted in the classroom is an area of strength. In looking at the last three years of data on student approval rates, our school has made continual growth. When looking at the qualitative free response data from our students, the top two things that they liked best about our school are friends and teachers. This is a tribute to the quality of teachers and students that we have at Magnolia Science Academy of San Diego. Furthermore, it is an indication of the site leadership and staff's work in developing a positive school climate that has resulted in our school being recognized as a California Distinguished School twice in the last 5 years back to back, and being awarded the highest level of PBIS recognition from the state as a Platinum School.

Families: Our overall school experience from our families is up one point from 2022-2023. "Safety" is our highest subtopic amongst families at 97% despite a one point decrease since the previous year. 98% of parents report their child is safe on school grounds which is up 2% points from last year. The only decrease comes from the surrounding neighborhood which makes it difficult for us to influence as a school. Both "Sense of Belonging" and "Knowledge and Fairness of Discipline, Rules, and Norms" increased by two points in the 2023-2024 school year. Parents report that they feel welcomed here, and that their concerns are taken seriously. Our school leaders have an open door policy. We will continue to invite parents to share their concerns on surveys, at meetings, or to stop by the office and chat with an administrator.

Staff: Our school maintains success in our staff survey participation and approval rates. Our strengths would be in the areas of Climate of Support for Academic learning at 96% and our Sense of Belonging at 89%. We feel like our strength in our staff is our strong and consistent administrators and teacher leaders as well as the teamwork and supportive environment for all of our staff as stated in our free responses "what do you like best about your school". Many staff praised strong connections between all educational partners at our campus and the ability to make suggestions and implement changes. Our staff feel empowered to continue the strong culture and excellence at our school. We plan on maintaining and building upon this success by continuing our weekly staff and grade level meetings as well as our Leadership meetings where teachers help administrators make decisions.

Identified Need:

Student: An area of growth based on the approval rates is in the subcategory of "Knowledge and Fairness of Discipline, Rules and Norms". Our students gave a 39% favorability rate when asked, "Students treat teachers with respect". 46% (188) of our students neither disagree nor did they agree. Almost half of our students answered neutrally, having no opinion of the statement. When students who answered of having no opinion are taken out, our favorability rate rises to 71%. Nevertheless, this is an issue that our school will need to address. Steps on improving in as follows: Common weekly SEL lessons in our SSR classes, facilitation and reinforcement via KickBoard of our Character Education Program, assemblies that focus on one or more of CASEL's five areas of competencies, school-wide reminders and engagement via DONUTS in The Morning (daily morning broadcast) and staff professional development.

Families: Our greatest area for growth based on the survey results is in the area of "Safety". In particular, 95% of families reported that their child is safe in the neighborhood surrounding the school which is a 4 point drop from 2022-2023. After reviewing the open ended responses, there is no data that suggests a reason for this decline. The biggest concern for parents was in the area of pick-up and drop-off. Heavy traffic, and not having a crosswalk on Zion and Estrella intersection leave parents requesting additional supervision before and after school. The admin team will meet to discuss how to make this process more efficient, and safe. "Climate of Support for Academic Learning" received no change from the previous year. Particularly, the question "The school has high expectations for all students" had a 94% favorable rate. The free-responses support this comparatively low number as multiple families suggest the rigor, and workload is not to the level they desire.

Staff: Based on approval rates, an area of review for our school would be in Climate of Support for Academic Learning due to a slight decline from last year by 1 point. In this category, our biggest decrease was in "encourages students to enroll in rigorous courses…" which dropped 7 points from last year. While this is a minor decrease and just 2 staff members reported "disagree", it is an area to look into, especially from the student's perspective

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the feedback from educational partner surveys, MSA-San Diego has identified several key action items to enhance our school environment and support our staff and students. First, we will audit our Professional Learning Calendar, minimum days, and PD days to ensure prep time is equally distributed throughout the year, aiming to prevent teacher burnout and ensure that tasks are evenly allocated among staff members. Additionally, we will update the staff supervision plans to better address the needs during drop-off and pick-up times, enhancing student safety and traffic flow. In response to concerns about pedestrian safety, we will contact the City of San Diego to explore the possibility of adding crosswalks on Zion. Furthermore, to improve student comfort and hydration, we will add shade structures to the water fountain areas and upgrade the water fountains in the lunch area.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

MSA-San Diego creates its master schedule to meet the diverse needs of its students, ensuring all academic content areas are accessible to every student, including various student groups. Core subjects like English, mathematics, social sciences, and science, along with electives, are offered in alignment with our charter petition. Evidence from the school master schedule, elective selection forms, class rosters, student schedules, and transcripts demonstrates MSA-San Diego's commitment to providing a well-rounded education for all students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Our master schedule, elective forms, class rosters, student schedules, and transcripts show that 100% of students have access to a comprehensive course of study, including core subjects (English, mathematics, social sciences, and science) and electives, as outlined in our charter petition. Additionally, we provide all other academic programs and services specified in our charter, tailoring certain programs to student needs and interests. For instance, we offer CCSS-aligned ELA and math intervention classes for students requiring additional support and honors math classes for each grade level.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all of our the students.There is no identified barriers that limit access to courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

MSA-San Diego will continue to offer a college-preparatory, STEAM-focused curriculum to all students, ensuring they are equipped with the necessary skills to graduate college and be career-ready. To enhance the education we provide, MSA-San Diego will aim to introduce additional programs such as more elective courses aligned with career pathways, ongoing health and physical education, diverse arts programs, study skills, and SEL programs. We will also offer experiential learning opportunities, including instructional field trips, community service programs, and clubs. These additional programs are dependent on the availability of financial and human resources, and MSA-San Diego is committed to utilizing its resources effectively to provide a well-rounded educational experience for all students.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

# Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# Coversheet

## Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS

**Section:**            III. Information/Discussion Items
**Item:**               C. Public Hearing for Local Control and Accountability Plans (LCAP) for All MPS
**Purpose:**            Discuss
**Submitted by:**
**Related Material:**   III_C_LCAP Public Hearing.pdf

| Agenda Item: | III C: Information/Discussion Item |
| --- | --- |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | David Yilmaz, Chief Accountability Officer |
| RE: | Public Hearing for the Local Control and Accountability Plans (LCAP) for All MPS |

1. ***Action Proposed:***

   N/A

2. ***Purpose:***

   The public hearing of LCAP is a requirement for LEAs as described in the Ed Code. Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

3. ***Background:***

   *LCAP Development Process*

   As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

   - School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
   - Expected progress toward meeting the goals—and as part of a school's required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
   - Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
   - The process used to involve parents, students, community members, school employees and other educational partners in developing, reviewing, and supporting implementation of the LCAP.

   The MPS Home Office has collaborated with the school leadership teams in ensuring that all of the school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools have meaningfully engaged their educational partners in the

development of their LCAP.

As part of the LCAP development process our schools have conducted educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams have shared their reflection on the survey results and findings that identify their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and presented them to their educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

## 4. *Analysis:*

MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

In terms of funds and budgeting, the school leadership teams have worked with the MPS finance department for the annual update of their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action. The reports produced from Adaptive Insights have been used by the principals to update the required fields in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year are shared with the PAC and ELAC and their feedback is sought.

The attached LCAPs are for public hearing and feedback purposes. The LCAPs have also been uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing has been shared with educational partners via our ParentSquare messaging system as well as how the public can share their feedback. The public hearing for the school budgets led by the finance department will take place after this public hearing for the LCAPs.

## 5. *Impact:*

The processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. We have shared the draft LCAP with, and requested input from, school site-level advisory groups. With thorough support from the Home Office, each MSA school leadership team has developed a successful, compliant LCAP document that serves as a comprehensive strategic planning tool for the school.

6. *Exhibits:*

   1. LCAP for each Magnolia Science Academy

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1

CDS Code: 19-10199-6119945

School Year: 2024-25

LEA contact information:

Brad Plonka

Principal

bplonka@magnoliapublicschools.org

(818) 609-0507

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$10,562,288
71 %

All federal funds,
All other state funds,
$569,861, 4% All local funds,
$3,491,135, 23% $232,217, 2%

LCFF supplemental & concentration grants, $2,900,767, 19%

All Other LCFF funds, $7,661,521, 52%

This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is $14,855,501, of which $10,562,288 is Local Control Funding Formula (LCFF), $3,491,135 is other state funds, $232,217 is local funds, and $569,861 is federal funds. Of the $10,562,288 in LCFF Funds, $2,900,767 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $14,649,004

Total Budgeted Expenditures in the LCAP $14,649,004

This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend $14,649,004.31 for the 2024-25 school year. Of that amount, $14,649,004.31 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-1 is projecting it will receive $2,900,767 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy-1 plans to spend $3,383,468.52 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP  **$2,474,650**

☐ Actual Expenditures for High Needs Students in LCAP  **$1,470,106**

$ 0    $ 500,000    $ 1,000,000    $ 1,500,000    $ 2,000,000    $ 2,500,000    $ 3,000,000

This chart compares what Magnolia Science Academy-1 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what  Magnolia Science Academy-1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-1's LCAP budgeted $2,474,649.99 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent $1,470,106.44 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,004,543.5,500,000,003 had the following impact on Magnolia Science Academy-1's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 1 used state, federal, and local funds such as  CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-1 | Brad Plonka<br>Principal | bplonka@magnoliapublicschools.org<br>(818) 609-0507 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 91% | 2021-22: (Spring 2021 to Fall 2021) 78% | 2022-23: (Fall 2021 to Fall 2022) 70% <br><br> This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 74% | 2023-24: (Fall 2022 to Fall 2023) 90% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.3% | 2021-22: (As of 5/12/22) 97.5% | 2022-23: (As of 5/15/23) 95.8% | 2023-24: (As of 12/15/23) 96.0% | 2023-24: 97.0% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our planned implementation and actions remain unchanged. We continue to provide basic services that ensure a high-quality learning environment. Our commitment to this goal aligns with our original plan, emphasizing the importance of a safe, secure, and healthy environment for all students and staff. We consistently ensure access to fully credentialed teachers and standards-aligned instructional materials.

In the coming year, we will maintain this goal without significant modifications, making only necessary adjustments to optimize the delivery of these basic services. Additionally, we anticipate that increased support for teachers as well as teacher working towards clearing their credentials will help improve our teacher retention rate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $48,000.00
Actual: $48,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 2
Budgeted: $1,204,997
Actual: $1,204,997
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $3,087,125
Actual: $3,036,393
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 4
Budgeted: $25,000
Actual: $30,222
Explanation: This action relates to expenditures associated with the following: Food and Office Supplies. Initially, the school budgeted $30,222 for food and office supplies. However, not all of the budgeted amount was spent based on need.

Goal 1 Action 5
Budgeted: $1,465,582
Actual: $1,465,582
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We ensure compliance with teacher assignments and credentials. All students and staff have access to instructional materials and technology. Our school maintains clean and safe facilities that support learning. We provide healthy and nutritious meals daily. The school site benefits from well-coordinated Home Office support services.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting on past practices and incorporating feedback from teachers and stakeholders, we have made several changes to the planned goal, metrics, desired outcomes, and actions for Goal 1 Action 1. These changes focus on improving more classroom support for new teachers and providing enhanced professional development opportunities to better support our teachers in their classrooms.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|--------|-------------|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 74% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 48% | 2023-24: (As of 12/15/23) 49% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 62% | 2021-22: (First semester) 76% | 2022-23: (First semester) 83% | 2023-24: (First semester) 70% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 52.5 | 2021-22: (As of 5/13/22) 42.8 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 45.06%<br>• English Learners: 3.03%<br>• Socioeconomically Disadvantaged: 44.69%<br>• Students with Disabilities: 8.62%<br>• Asian: 64.28%<br>• Hispanic: 42.73%<br>• White: 56.25% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 36.04%<br>• English Learners: 2.04%<br>• Socioeconomically Disadvantaged: 34.81%<br>• Students with Disabilities: 5.26%<br>• Asian: 69.23%<br>• Hispanic: 33.07%<br>• White: 69.23%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2022-23:<br>• All Students: 33.01%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 31.44%<br>• Students with Disabilities: 11.11%<br>• Asian: 50.00%<br>• Hispanic: 31.26%<br>• White: 45.45%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 44.02% | 2022-23:<br>• All Students: 48.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 48.00%<br>• Students with Disabilities: 15.00%<br>• Asian: 66.00%<br>• Hispanic: 47.00%<br>• White: 58.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 38.37%</li><li>English Learners: 1.09%</li><li>Students with Disabilities: 9.09%</li><li>Hispanic: 35.73%</li><li>White: 63.64%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 43.98%</li></ul> | percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 47.07%</li><li>English Learners: 8.25%</li><li>Students with Disabilities: 20.00%</li><li>Hispanic: 45.05%</li><li>White: 53.85%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 49.64%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: | 2018-19: (2019 Dashboard)<ul><li>All Students: 12.9 points below standard</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, | 2021-22: (2022 Dashboard)<ul><li>All Students: 33.9 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 41.1 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 7.0 points below standard</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CA School Dashboard) | • English Learners: 67.8 points below standard<br>• Socioeconomically Disadvantaged: 15.7 points below standard<br>• Students with Disabilities: 96.0 points below standard<br>• Asian: 49.6 points above standard<br>• Hispanic: 19.4 points below standard<br>• White: 20.9 points above standard | the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 49.5%<br>• English Learners: 43.0%<br>• Students with Disabilities: 41.1%<br>• Hispanic: 48.6%<br>• White: 53.3% | • English Learners: 98.5 points below standard<br>• Socioeconomically Disadvantaged: 37.6 points below standard<br>• Students with Disabilities: 109.7 points below standard<br>• Hispanic: 41.0 points below standard<br>• White: 40.2 points above standard | • English Learners: 107.2 points below standard<br>• Socioeconomically Disadvantaged: 45.7 points below standard<br>• Students with Disabilities: 114.1 points below standard<br>• Asian: 4.5 points below standard<br>• Hispanic: 46.7 points below standard<br>• White: 2.8 points above standard | • English Learners: 59.0 points below standard<br>• Socioeconomically Disadvantaged: 8.0 points below standard<br>• Students with Disabilities: 80.0 points below standard<br>• Asian: 50.0 points above standard<br>• Hispanic: 12.0 points below standard<br>• White: 22.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress | 2020-21:<br>• All Students: 57.6% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection: | 2023-24:<br>• All Students: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | <ul><li>English Learners: 51.0%</li><li>Socioeconomically Disadvantaged: 58.6%</li><li>Students with Disabilities: 60.5%</li><li>Asian: 67.7%</li><li>Hispanic: 57.3%</li><li>White: 55.0%</li></ul> | <ul><li>All Students: 49.5%</li><li>English Learners: 43.0%</li><li>Socioeconomically Disadvantaged: 50.1%</li><li>Students with Disabilities: 41.1%</li><li>Asian: 59.4%</li><li>Hispanic: 48.6%</li><li>White: 53.3%</li></ul> | <ul><li>All Students: 56.1%</li><li>English Learners: 52.1%</li><li>Socioeconomically Disadvantaged: 55.3%</li><li>Students with Disabilities: 58.1%</li><li>Asian: 64.5%</li><li>Hispanic: 56.1%</li><li>White: 40.0%</li></ul> | <ul><li>All Students: 57.9%</li><li>English Learners: 50.4%</li><li>Socioeconomically Disadvantaged: 57.3%</li><li>Students with Disabilities: 58.1%</li><li>Hispanic: 57.3%</li><li>White: *</li></ul> | <ul><li>English Learners: 60.0%</li><li>Socioeconomically Disadvantaged: 60.0%</li><li>Students with Disabilities: 60.0%</li><li>Asian: 70.0%</li><li>Hispanic: 60.0%</li><li>White: 60.0%</li></ul> |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<ul><li>All Students: 30.13%</li><li>English Learners: 9.09%</li><li>Socioeconomically Disadvantaged: 27.72%</li><li>Students with Disabilities: 5.17%</li><li>Asian: 42.86%</li><li>Hispanic: 27.16%</li><li>White: 62.50%</li></ul> | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 | 2021-22:<ul><li>All Students: 14.05%</li><li>English Learners: 1.02%</li><li>Socioeconomically Disadvantaged: 13.93%</li><li>Students with Disabilities: 3.57%</li><li>Asian: 38.46%</li><li>Hispanic: 11.72%</li><li>White: 46.15%</li></ul> | 2022-23:<ul><li>All Students: 23.53%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 21.96%</li><li>Students with Disabilities: 3.64%</li><li>Asian: 38.46%</li><li>Hispanic: 22.28%</li><li>White: 28.57%</li></ul> | 2022-23:<ul><li>All Students: 34.00%</li><li>English Learners: 15.00%</li><li>Socioeconomically Disadvantaged: 34.00%</li><li>Students with Disabilities: 15.00%</li><li>Asian: 45.00%</li><li>Hispanic: 32.00%</li><li>White: 64.00%</li></ul> |

2024 LCAP Annual Update for the 2023-24 LCAP for Magnolia Science Academy-1

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 17.49%<br>• English Learners: 1.02%<br>• Students with Disabilities: 3.70%<br>• Hispanic: 14.70%<br>• White: 54.55%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 31.98% | We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 18.27%<br>• English Learners: 0.88%<br>• Students with Disabilities: 4.92%<br>• Hispanic: 16.89%<br>• White: 21.43%<br><br>IAB Math Level 3 and 4 Projection (5/12/23): | IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 44.18% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | • All Students: 45.52% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 43.1 points below standard<br>• English Learners: 77.6 points below standard<br>• Socioeconomically Disadvantaged: 47.1 points below standard<br>• Students with Disabilities: 121.2 points below standard<br>• Asian: 34.3 points above standard<br>• Hispanic: 50.0 points below standard<br>• White: 6.2 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 50.1%<br>• English Learners: 37.2% | 2021-22: (2022 Dashboard)<br>• All Students: 100.2 points below standard<br>• English Learners: 144.9 points below standard<br>• Socioeconomically Disadvantaged: 103.3 points below standard<br>• Students with Disabilities: 158.6 points below standard<br>• Hispanic: 107.8 points below standard<br>• White: 37.4 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 82.7 points below standard<br>• English Learners: 140.6 points below standard<br>• Socioeconomically Disadvantaged: 89.0 points below standard<br>• Students with Disabilities: 161.8 points below standard<br>• Asian: 40.1 points below standard<br>• Hispanic: 89.0 points below standard<br>• White: 37.2 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 37.0 points below standard<br>• English Learners: 67.0 points below standard<br>• Socioeconomically Disadvantaged: 41.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Asian: 35.0 points above standard<br>• Hispanic: 42.0 points below standard<br>• White: 8.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Students with Disabilities: 44.0%<br>• Hispanic: 49.5%<br>• White: 71.4% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 57.7%<br>• English Learners: 55.4%<br>• Socioeconomically Disadvantaged: 57.6%<br>• Students with Disabilities: 51.1%<br>• Asian: 68.8%<br>• Hispanic: 56.5%<br>• White: 68.4% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 50.1%<br>• English Learners: 37.2%<br>• Socioeconomically Disadvantaged: 48.9%<br>• Students with Disabilities: 44.0%<br>• Asian: 50.0%<br>• Hispanic: 49.5%<br>• White: 71.4% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 57.5%<br>• English Learners: 50.7%<br>• Socioeconomically Disadvantaged: 58.7%<br>• Students with Disabilities: 59.6%<br>• Asian: 64.5%<br>• Hispanic: 56.9%<br>• White: 53.3% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 61.1%<br>• English Learners: 62.1%<br>• Socioeconomically Disadvantaged: 60.1%<br>• Students with Disabilities: 53.5%<br>• Hispanic: 59.4%<br>• White: * | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 60.0%<br>• Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 70.0%<br>• Hispanic: 65.0%<br>• White: 70.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who | 2018-19: (2019 Dashboard) 52.6% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. | 2021-22: (2022 Dashboard) 53.6% | 2022-23: (2023 Dashboard) 55.4% | 2022-23: (2023 Dashboard) 55.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | 2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 16.80%<br>• Level 3: 33.60%<br>• Level 3: 40.00%<br>• Level 1: 9.60% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 10.4% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 16.80% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 14.56% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 17.58% | 2023-24: 13.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 30.61%<br>• English Learners: 0.00%<br>• Socioeconom ically | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 21.13%<br>• English Learners: 0.00%<br>• Socioeconom ically | 2022-23:<br>• All Students: 5.6%<br>• English Learners: 0.00%<br>• Socioeconom ically | 2022-23:<br>• All Students: 33.00%<br>• English Learners: 10.00%<br>• Socioeconom ically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 29.46%<br>• Students with Disabilities: 5.00%<br>• Hispanic: 26.56%<br>• Hispanic: 26.56% | | Disadvantaged: 18.22%<br>• Students with Disabilities: 5.26%<br>• Hispanic: 19.41% | Disadvantaged: 5.26%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 5.22% | Disadvantaged: 33.00%<br>• Students with Disabilities: 15.00%<br>• Hispanic: 30.00% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We are dedicated to ensuring that every student receives equal access to high-quality instruction and a comprehensive curriculum aligned with the California Content Standards. Our commitment encompasses all grade levels and subject areas, striving to meet the diverse needs of our student body.

Our educational approach emphasizes promoting academic progress through rigorous coursework, engaging teaching methods, and supportive learning environments. By integrating these elements, we aim to foster a deep understanding of core subjects and critical thinking skills.

Moreover, we place a strong emphasis on preparing our students for their future endeavors, whether that involves pursuing higher education or entering the workforce. Our programs are designed to equip students with the necessary knowledge, skills, and experiences to succeed in college and their chosen career paths, ensuring they are well-prepared for the challenges and opportunities that lie ahead.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $2,659,445
Actual: $2,638,350

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2
Budgeted: $82,522
Actual:$82,522
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 3
Budgeted: $1,239,349
Actual: $1,177,887
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $89,739
Actual: $89,739
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 5
Budgeted: $1,629,137
Actual: $1,628,269
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Broad Course of Study and Standards-Based Curriculum: We ensured that all students had access to a comprehensive and rigorous educational program aligned with the California Content Standards. This alignment guarantees that our curriculum meets the highest educational benchmarks and prepares students for academic success.

Professional Development for High-Quality Instruction: We enhanced the teaching capabilities of our staff by providing targeted professional development in areas such as Universal Design for Learning (UDL), checking for understanding, differentiation, and cooperative learning. These initiatives have led to improved instructional quality and better student performance.

MTSS - Academic Enrichment, Intervention, and Student Support: Our Multi-Tiered System of Supports (MTSS) effectively addressed the individual needs of our students. By providing multiple layers of academic growth opportunities, this system has resulted in significant improvements in student outcomes.

Designated and Integrated ELD Programs: These programs were designed to enhance students' English proficiency and their ability to access the core curriculum. As a result, students in our English Language Development (ELD) programs have shown marked improvements in academic achievement.

Support for Students with Disabilities: We ensured that students with disabilities had equal access to the curriculum and were provided with the necessary support to facilitate their learning. This commitment has enabled these students to make significant academic progress, ensuring they receive the same educational opportunities as their peers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

MSA-1 is dedicated to providing continuous professional development opportunities for all staff members, beginning with intensive summer training and continuing throughout the school year. These sessions will concentrate on enhancing student engagement, building positive relationships, and promoting their overall well-being. Additionally, the Math curriculum in its second year will continue to ensure alignment with the educational requirements for the upcoming 2024-2025 academic year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2019-20: (2020 Dashboard) 58.5% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 58.3% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 73.3% | 2022-23: (2023 Dashboard) 72.7% | 2022-23: (2023 Dashboard) 70.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 55.56% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 47.56%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 64.38%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 53.06% | 2022-23: 60.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 58.23%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 64.38% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 67.61%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 55.56% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 15.87% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 19.51%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 24.66%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 39.29% | 2022-23: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 34.18%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 38.58% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 19.18%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 56.25% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 68.4% | 2020-21: 49.6% | 2021-22: 69.1% | 2022-23: 75.3% | 2022-23: 70.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 50.7% | 2020-21: 64.4% | 2021-22: 41.7% | 2022-23: 60.0% | 2022-23: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 18.9% | 2021-22: (As of 5/13/22) 23.6% | 2021-22: (2022 Dashboard) 17.8% <br><br> 2022-23: (As of 5/12/23) 48.0% | 2022-23: (As of 5/20/24) 52.0% | 2022-23: (2023 Dashboard) 30.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 84.6% | 2020-21: 87.5% <br><br> 2021-22: (As of 5/13/22) 81.9% | 2021-22: (CDE DataQuest) 75.7% <br><br> 2022-23: (As of 5/12/23) 96.0% | 2022-23 (CDE DataQuest): 95.9% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 36.5% | 2021-22: (As of 5/13/22) 22.2% | 2021-22: (CDE DataQuest) 22.9% <br><br> 2022-23: (As of 5/12/23) 25.3% | 2022-23 (CDE DataQuest): 26.0% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 31.1% | 2021-22: (As of 5/13/22) 30.6% | 2021-22: (CDE DataQuest) 28.6% <br><br> 2022-23: (As of 5/12/23) 48.0% | 2022-23 (CDE DataQuest): 45.2% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 45.9% | 2021-22: (As of 5/13/22) 29.2% | 2022-23: (As of 5/12/23) 64.0% | 2023-24: (As of 5/20/24) 53.3% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 95.0% | 2021-22: (As of 5/13/22) 94% | 2022-23: (As of 5/12/23) 99.0% | 2023-24: (As of 5/20/24) 88.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 54.0% | 2021-22: (As of 5/13/22) 67% | 2022-23: (As of 5/12/23) 87.0% | 2023-24: (As of 5/20/24) 76.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 49.2% | Class of 2019 data is not available. | Class of 2019: 69.6%<br><br>Class of 2020: 51.5% | Class of 2021: 52.7% | Class of 2021: 65.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 9% | 2021-22: (As of 5/13/22) 2% | 2022-23: (As of 5/12/23) 9.0% | 2023-24: (As of 5/20/24) 9.0% | 2023-24: 15% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 92% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 95% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

We are committed to fostering innovation among our students, ensuring they receive a well-rounded education that prepares them for college and the challenges of a global society. Our commitment involves encouraging creativity and the transformative use of technology, enabling each student to develop into an independent, innovative scholar.

To achieve this, we will maintain and enhance our existing strategies, which are designed to improve learning outcomes for all students. These strategies include integrating advanced technological tools into the classroom, promoting project-based learning that emphasizes critical thinking and problem-solving skills, and supporting collaborative initiatives that inspire creativity and intellectual growth. Our goal is to equip students with the knowledge, skills, and mindset necessary to excel in an ever-evolving world.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $220,094
Actual: $198,253
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $13,000
Actual: $13,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 3
Budgeted: $221,975
Actual: $221,975
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $482,981
Actual: $458,274
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 5
Budgeted: $886,638
Actual: $886,638
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

College/Career Readiness Programs and Activities: We effectively monitor student outcomes after graduation by tracking metrics such as college admission rates and vocational training enrollment. 77% of our students are classified as Prepared on the College/Career Indicator (CCI), over 99% meet the UC/CSU requirements, and more than 50% of the graduating class earns an Advanced or Honors Diploma.

STEAM and GATE Programs: We evaluate student data from assessments like OLSAT 8, ELPAC, SBAC, CAST, MAP, and IABs to identify students eligible for enrollment in STEAM and Gifted and Talented Education (GATE) programs. Notably, 100% of our students have created or demonstrated a STEAM-focused assignment, showcasing their engagement and skills in these areas.

Digital Literacy and Citizenship Programs: We assess students' abilities to use technology effectively and safely, their understanding of digital ethics, and their awareness of the implications of their online activities through our weekly Social Emotional Learning (SEL) and Digital Citizenship Curriculum.

Physical Education, Activity, and Fitness: We measure the effectiveness of our physical education program by tracking improvements in students' fitness levels and participation rates through the Physical Fitness Test (PFT). Additionally, we actively engage students in CIF sports, including soccer, basketball, and volleyball, promoting teamwork and physical health.

Additional Programs and Activities for a Well-Rounded Education: We assess the impact of our supplementary programs by monitoring student engagement levels and implementing Positive Behavioral Interventions and Supports (PBIS) practices to enhance the overall student experience and ensure their success.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3, Action 1: Our objective is to enhance college readiness for 11th-grade students by increasing the availability of resources and offering more college visits, including those that may require overnight travel.

Goal 3, Action 2: We aim to expand our offerings in science-related electives, introducing courses like Environmental Science and facilitating participation in programs such as Robotics.

Goal 3, Action 3: We plan to adopt a more integrated approach to providing SEL and Digital Literacy classes. Administrators and counselors will actively support teachers in delivering this curriculum.

Goal 3, Action 4: To strengthen our physical education program and enhance our middle and high school athletic programs, we will open our gymnasium for the next academic year and continue to improve the Physical Education facilities with additional equipment.

Goal 3, Action 5: No adjustments will be made to this action. We will continue to provide students with a wider range of elective options beyond their core classes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 3 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 3 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 3 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 20 | 2021-22: (As of 5/13/22) 5 | 2022-23: (As of 5/12/23) 7 | 2023-24: (As of 5/20/24) 5 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 20 | 2021-22: (As of 5/13/22) 5 | 2022-23: (As of 5/12/23) 45 | 2023-24: (As of 5/20/24) 78 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 1/22/24)<br>2 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>9.0% | 2021-22: (As of 5/13/22)<br>9.9% | 2022-23: (As of 5/12/23)<br>18.3% | 2023-24: (As of 5/20/24)<br>14.4% | 2023-24:<br>20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>98.06% | 2021-22: (P-2 ADA)<br>88.19% | 2022-23: (P-2 ADA)<br>93.23% | 2023-24: (P-2 ADA)<br>93.17% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>3.8% | 2021-22: (As of 5/13/22)<br>24.4% | 2021-22: (2022 Dashboard)<br>29.9%<br><br>2022-23: (As of 5/12/23)<br>21.4% | 2022-23: (2023 Dashboard)<br>23.5%<br><br>2023-24: (As of 1/22/24)<br>17.5% | 2022-23: (2023 Dashboard)<br>5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0.00% | 2023-24: (As of 6/3/24)<br>0.00% | 2023-24:<br>0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20:<br>0.0% | 2020-21:<br>0.0% | 2021-22: (CDE DataQuest)<br>2.7%<br><br>2022-23: | 2022-23: (CDE DataQuest)<br>2.6% | 2022-23: (CDE DataQuest)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.00% | 2023-24: (As of 6/3/24) 1.3% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 100.0% | 2020-21: (2021 Dashboard) 100% | 2021-22: (2022 Dashboard) 95.9%<br><br>2022-23: (As of 5/12/23) 100.0% | 2022-23: (2023 Dashboard) 94.9% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 1.6% | 2021-22: (2022 Dashboard) 1.7%<br><br>2022-23: (As of 5/12/23) 3.1% | 2022-23: (2023 Dashboard) 3.5%<br><br>2023-24: (As of 5/31/24) 1.9% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.0% | 2021-22: (CDE DataQuest) 0.00%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.13% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 91.5% Families: 100.0% Staff: 100.0% | 2021-22: Students: 80.8% Families: 13.8% Staff: 86.6% | 2022-23: Students: 99.0% Families: 73.7% Staff: 100.0% | 2023-24: Students: 99.3% Families: 91.0% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21:<br>Students: 72%<br>Families: 95%<br>Staff: 92% | 2021-22:<br>Students: 58.0%<br>Families: 91.0%<br>Staff: 73.0% | 2022-23:<br>Students: 56%<br>Families: 91%<br>Staff: 75% | 2023-24:<br>Students: 55.0%<br>Families: 92.0%<br>Staff: 70.0% | 2023-24:<br>Students: 75%<br>Families: 95%<br>Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020)<br>91% | 2021-22: (Spring 2021 to Fall 2021)<br>94.0% | 2022-23: (Spring 2022 to Fall 2022)<br>87% | 2023-24: (Spring 2023 to Fall 2023)<br>84.38% | 2023-24: (Spring 2023 to Fall 2023)<br>90% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We consistently offered all students, families, staff, and educational partners beneficial opportunities designed to shape leadership, advocacy, and collaboration within a safe and nurturing environment. These initiatives ensure that every member of our community has the chance to contribute and grow, fostering a strong, supportive network for all.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $366,891
Actual:  $366,891
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3

Budgeted: $494,056
Actual: $512,313
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $3,500
Actual: $3,500
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5
Budgeted: $390,709
Actual: $421,353
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Seeking Family Input for Decision Making: Through the active facilitation of 8 PAC meetings, 4 ELAC gatherings, and over 50 other parent engagement sessions, we ensured that family voices were heard and integrated into our decision-making processes. This collaborative approach to school governance strengthens our community bonds and fosters a sense of ownership in shaping our educational endeavors.

Building Partnerships with Families for Student Outcomes: By consistently reaching out to over 20% of our student population through Zoom or in-person visits, conducting Parent-Teacher conferences each semester, and hosting open houses, we have forged robust partnerships with families. This sustained engagement has resulted in heightened student involvement and enhanced academic outcomes, reflecting tangible progress towards our educational goals.

MTSS - PBIS and SEL Support: Our adoption of Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Social and Emotional Learning (SEL) strategies has been pivotal in addressing behavioral challenges, nurturing emotional well-being, and ultimately, improving academic performance. The ongoing decrease in chronic absenteeism following the pandemic and the remarkable increase in students' Average Daily Attendance (ADA) by about 94% underscore the effectiveness of these initiatives.

Annual Educational Partner Surveys: Valuable insights gathered from feedback provided by all three educational partners (students, families, and staff) have guided our strategic efforts, shedding light on areas of success and areas needing improvement. This commitment to transparency and continuous improvement, evidenced by the impressive response rates of 99% from students, 91.6% from families, and 100% from staff, has been instrumental in propelling us towards our overarching objectives.

Community Outreach and Partnerships: Through collaborative endeavors with local businesses, organizations, and community members, we have expanded the support network available to our students. This heightened community involvement has enriched the educational experience, providing additional resources and opportunities, and has been indispensable in our journey towards achieving our educational aspirations.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is dedicated to furnishing an array of community resources to bolster student and family engagement. We will persist in offering Metro Tap cards to support attendance, provide mobile health clinics to address community needs, and intend to establish additional committees comprising students, families, and staff to spearhead more aligned improvements within the school.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

| |
|---|

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

| |
|---|

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

| |
|---|

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

| |
|---|

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-1 | Brad Plonka<br>Principal | bplonka@magnoliapublicschools.org<br>(818) 609-0507 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-1 or Charter School) is a classroom-based charter school serving grades 6–12 with a curriculum emphasizing science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 718 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrants, with languages other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 90% Hispanic/Latino, 3% White, 4% Asian, 2% African American, 85% Socioeconomically Disadvantaged, 16% Special Education, and 23% English Learner population.

MSA-1 strives to graduate students from historically underserved neighborhoods as scientific thinkers who contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in relevant and inspiring ways for our students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction at MSA-1.

Magnolia Science Academy 1
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-609-0507
Email: bplonka@magnoliapublicschools.org

Our History
Magnolia Science Academy – 1 (MSA-1) opened its doors to serve the community of Reseda in the Fall of 2002 for grades 6th through 12th grade. The school provides an academically rigorous standards-based curriculum.

Our Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Last year, our SBAC student scores in Math increased significantly, showing a 17.5-point improvement. This rise is partly due to our Math classes using the McGraw Hill online curriculum, which is Common Core-aligned and engages students with digital problems, math manipulatives, and demonstrations. Our English Learners also showed progress, with a 1.8% increase, and 55.4% of our ELs are making progress. Additionally, we are extremely proud of our College/Career Indicator, which reached 72.7%, significantly exceeding the state's average of 43.9%. Even though our graduation rate dropped by 1%, our 94.9% rate still remains above the state average. This success is due to our dedicated college counselors and teachers who support our students in meeting their graduation requirements. Finally, our chronic absenteeism declined by 6.4%, thanks to our efforts in connecting with families and emphasizing the importance of daily school attendance.

CHALLENGES

Two subgroups that did not perform well on the SBAC were our English Learners (ELs) and Students with Disabilities (SPED). Both groups saw declines in English Language Arts and Mathematics. Additionally, our overall student body declined by 7.3 points in ELA. This data prompted us to reassign a few of our ELA teachers to different grade levels to better align with their strengths. Furthermore, our suspension rate increased by 1.8%, including a 2.2% rise among our ELs. This data highlights the need for additional social and emotional support for our EL students.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Differentiated Assistance (DA):

Magnolia Science Academy 1 is eligible Differentiated Assistance (DA) program for the English Learners (EL) student group performances on the 2023 Dashboard and English Learner (EL) and Students with Disabilities (SWD) student group performance on the 2022 Dashboard.

In reviewing both state and local data, the themes that have emerged are below;
EL and SWD did not meet their SBAC targets in 2021-22 and 2022-23 school years. In addition, SWD had a chronic absenteeism problem and EL's had a high suspension rate. In other words, per 2022 Dashboard results, Magnolia Science Academy's English learners (EL) and students with disabilities (SWD) met the DA eligibility criteria in Priority Areas 4 and 5. Additionally, per 2023 Dashboard results, the school's English Learners met the DA eligibility criteria in Priority Areas 4 and 6.

English Learners
Current year: Priorities 4, 6
Prior year: Priorities 4, 5

Students with Disabilities
Prior year: Priorities 4, 5

Method 1 Current Year: 2022-23
Method 1 Prior Year: 2021-22

Action Plan:
As soon as the 2 subgroups met the criteria for the Differentiated Assistance (DA), Magnolia Science Academy formed a group of educators working collaboratively with the Kern County Office of Education for Differentiated Assistance (DA). The group includes the school's academic leadership team in addition to Chief Academic Officer, Chief Accountability Officer, Director of State and Federal Programs, Director of Student Services, Director of EL and ELA programs, and Director of Math programs. As the first step, the group attended the LACOE's Charter DA symposium on Feb 6, 2023. Additionally, he group met many times with the DA support providers from the Kern County Superintendent of Schools (KCSOS) and LA County Office of Education (LACOE) and worked on the plan for improvement of those areas. Here are the outcomes;

Per the outcomes of the Root-cause analysis;

1st Area of Improvement:

How might we increase ELL and SWD groups' SBAC results? Why do our ELL and SWD groups score low in SBAC?

Actions to be taken;

- Increase teacher retention
- PD for all teachers such as UDL, differentiation, classroom management, CHATS framework, scaffolding, MTSS, SPED training for all teachers
- Data driven instruction (pacing guides, discussions in the department meeting, IAB's, MAP testing data analysis)
- Continue implementing IXL
- Implementing a new ELD curriculum (English 3D), Read 180

2nd Area of Improvement

How might we reduce chronic absenteeism for SWD? Why are we having high chronic absenteeism for SWD?

Actions to be taken:

- Community outreach and home visits
- Providing resources (counseling, providing transportation, targeted classes for parents) with families

3rd Area of Improvement:

How might we reduce suspension rate for EL's? Why are the ELL students acting out and getting in trouble?

Actions to be taken:

- Finding remedies for the communication problems, language barriers, frustration, peer pressure, inability to communicate with peers, not knowing strategies to deal with stress, social skills, cultural expectations, poverty

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | Our information and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for the LCAP. Along with ELAC, these committees ensure representation for students in need, including those who are low-income, English learners, and foster youth. Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. Additionally, the Charter School conducts surveys for parents, and staff members make home visits. These efforts help inform, educate, and gather input and feedback from all critical educational partners. |
| Students | Student representatives are integral to our Parent Advisory Council (PAC), ensuring student voices are included in discussions and decision-making processes. In addition to their involvement in the PAC, we have a dedicated student government where cabinet members meet weekly with school leadership to address various school-related matters, including the Local Control and Accountability Plan (LCAP). Furthermore, to gather comprehensive feedback, the Charter School conducts surveys involving the students. |
| Teachers | The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from teachers. Additionally, the school forms committees and utilizes grade-level and department meetings to address LCAP- |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | related topics. The Charter School also conducts surveys to gather input from teachers. |
| School administrators | The administrative team meets several times a week, in addition to participating in meetings with parents, students, and staff to discuss the LCAP process. They are actively involved in collecting, interpreting, and finalizing the LCAP, ensuring comprehensive input from all community partners. |
| Other school personnel | The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from staff. Additionally, the school forms committees meetings to address LCAP-related topics. The Charter School also conducts surveys to gather input from staff. |
| SELPA | The Charter School involves the SELPA in the LCAP process, especially during the CCEIS phase. Additionally, the SELPA provides valuable consultation on matters pertaining to our SPED community. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP for Magnolia Science Academy-1 was shaped by comprehensive feedback from educational partners, resulting in several targeted initiatives. These include bolstering support for Social-Emotional Learning (SEL) to aid students still grappling with the lingering effects of the pandemic. To enhance campus safety and supervision, the plan includes hiring additional campus aides. The school also aims to engage families and community members more effectively by offering a variety of workshops. Additionally, Magnolia Science Academy-1 will introduce more resources to the school, such as mobile clinics, to address students' health and wellness needs. Lastly, the plan focuses on improving communication strategies to ensure all community partners are aligned with the school's charter petition, fostering a cohesive and supportive educational environment.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

| |
|---|
| Priority 1: Basic (Conditions of Learning) |
| Priority 2: State Standards (Conditions of Learning) |

An explanation of why the LEA has developed this goal.

| |
|---|
| Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment. |

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 74.1% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>74% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>95.1% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $48,000.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $758,925.52 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: Technology and NonCapital Equipment.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title II; Amount: $909<br>• NonCapEquip: Resource: Title IV, Part A; Amount: $2,891 | | |
| 1.3 | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. | $2,925,084.51 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: Food and Office Supplies.<br><br>The following expenditures will be funded by federal Title funds: N/A | $30,222.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and | $1,346,210.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services 5800_Cons Non Personnel Federal 3010 Title I - $27,859 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 79% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 70% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 33.01%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 31.44%</li></ul> | | | 2025-26: <ul><li>All Students: >= 40.00%</li><li>English Learners: >=5.00%</li><li>Socioeconomically</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 11.11%<br>• Asian: 50.00%<br>• Hispanic: 31.26%<br>• White: 45.45% | | | Disadvantaged: >= 39.00%<br>• Students with Disabilities: >= 15.00%<br>• Asian: >= 50.00%<br>• Hispanic: >= 39.00%<br>• White: >= 50.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 41.1 points below standard<br>• English Learners: 107.2 points below standard<br>• Socioeconomically Disadvantaged: 45.7 points below standard<br>• Students with Disabilities: 114.1 points | | | 2025-26: (2026 Dashboard)<br>• All Students: 32.0 points below standard<br>• English Learners: 92.0 points below standard<br>• Socioeconomically Disadvantaged: 36.0 points | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard<br>• Asian: 4.5 points below standard<br>• Hispanic: 46.7 points below standard<br>• White: 2.8 points above standard | | | below standard<br>• Students with Disabilities: 99.0 points below standard<br>• Hispanic: 36.0 points below standard<br>• White: 6.0 points above standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.9%<br>• English Learners: 50.4%<br>• Socioeconomically Disadvantaged: 57.3%<br>• Students with Disabilities: 58.1%<br>• Hispanic: 57.3%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 50%<br>• White: >= 50% | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.13 (CGP: 87th percentile)<br>• English Learners: CGI: 1.25 (CGP: 89th percentile)<br>• Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile)<br>• Students with Disabilities: CGI: 1.81 (CGP: 96th percentile)<br>• Hispanic: CGI: 1.12 (CGP: 87th percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) <br> • Hispanic: CGI >= 0 (CGP >= 50th percentile ) <br> • White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 23.53% <br> • English Learners: 0.00% <br> • Socioeconomically Disadvantaged: 21.96% <br> • Students with Disabilities: 3.64% <br> • Asian: 38.46% <br> • Hispanic: 22.28% <br> • White: 28.57% | | | 2025-26: <br> • All Students: >= 28.00% <br> • English Learners: >= 7.00% <br> • Socioeconomically Disadvantaged: >= 27.00% <br> • Students with Disabilities: >= 10.00% <br> • Asian: >= 40.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 27.00% <br> • White: >= 30.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <br> • All Students: 82.7 points below standard <br> • English Learners: 140.6 points below standard <br> • Socioeconomically Disadvantaged: 89.0 points below standard <br> • Students with Disabilities: 161.8 points below standard <br> • Asian: 40.1 points below standard <br> • Hispanic: 89.0 points below standard <br> • White: 37.2 points below standard | | | 2025-26: (2026 Dashboard) <br> • All Students: 73.0 points below standard <br> • English Learners: 125.0 points below standard <br> • Socioeconomically Disadvantaged: 79.0 points below standard <br> • Students with Disabilities: 144.0 points below standard <br> • Hispanic: 79.0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | points below standard<br>• White: 28.0 points below standard | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 61.1%<br>• English Learners: 62.1%<br>• Socioeconomic ally Disadvantaged : 60.1%<br>• Students with Disabilities: 53.5%<br>• Hispanic: 59.4%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioecon omically Disadvant aged: >= 50%<br>• Students with Disabilitie s: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.56 (CGP: 94th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | <ul><li>English Learners: CGI: 2.75 (CGP: 100th percentile)</li><li>Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile)</li><li>Students with Disabilities: CGI: 1.61 (CGP: 95th percentile)</li><li>Hispanic: CGI: 1.49 (CGP: 93rd percentile)</li><li>White: *</li></ul> | | | 50th percentile )<ul><li>English Learners: CGI >= 0 (CGP >= 50th percentile )</li><li>Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile )</li><li>Students with Disabilities: CGI >= 0 (CGP >= 50th percentile )</li><li>Hispanic: CGI >= 0 (CGP >= 50th percentile )</li><li>White: CGI >= 0 (CGP >= 50th</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 55.4% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 18.2% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 5.6%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 5.26%</li><li>Students with Disabilities: 0.00%</li><li>Hispanic: 5.22%</li></ul> | | | 2025-26: <ul><li>All Students: >= 20.00%</li><li>English Learners: >= 5.00%</li><li>Socioeconomically Disadvantaged: >= 20.00%</li><li>Students with Disabilities: >= 8.00%</li></ul> | |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-1

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 20.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student | $2,846,360.63 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries.<br><br>The following expenditures will be funded by federal Title funds: | $82,522.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Professional development expenses: Resource: Title IV, Part A ESEA; Amount: $4,500<br>• Professional development expenses: Resource: Title II; Amount: $33,062 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I, Part A; Amount: $82,449.5<br>• Unemployment Insurance: Resource: Title I, Part A; Amount: $803.63<br>• Health & Welfare Benefits: Resource: Title I, Part A; Amount: $13,778.25<br>• OASDI/Medicare: Resource: Title I, Part A; Amount: $2330.54<br>• STRS: Resource: Title I, Part A; Amount: $30,698.9<br>• Teacher Salaries: Resource: Title I, Part A; Amount: $160,542 | $1,387,256.55 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Educational Software: Resource: Title IV: Amount $3,180 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: Professional Services.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title III - LEP; Amount: $89,739 | $89,739.00 | Yes |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner | $1,747,684.22 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title IV, Part A ESEA; Amount: $8,000 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 9.0% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 72.7% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 64.38% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 24.66% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 75.3% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 60.0% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 19.5% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23: (2023 Dashboard) 89.7% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 26.0% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 45.2% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 53.3% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 88.0% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 76.0% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 52.7% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: Educational Software..<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I, Part A; Amount: $500 | $377,292.97 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: Educational Software.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I, Part A; Amount: $3,000 | $3,000.00 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics | $241,050.18 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: Educational Software.<br><br>The following expenditures will be funded by federal Title funds:<br>    • Educational Software: Resource: Title I, Part A; Amount: $3,000 | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE supplies expenses.<br><br>The following expenditures will be funded by federal Title funds: | $486,710.55 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • PE Supplies: Resource: Title IV, Part A; Amount: $15,000 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $886,058.55 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 5 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 3 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 78 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 14.4% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.17% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 23.5% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 2.6% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 94.9% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 3.5% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 99.3% Families: 91.0% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 55.0% Families: 92.0% Staff: 70.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 62% Families: 95% Staff: 77% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 84.38% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: 5940: Technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $372,165.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I, Part A; Amount: $9,001<br>• Unemployment Insurance: Resource: Title I, Part A; Amount: $55<br>• OASDI/Medicare: Resource: Title I, Part A; Amount: $159.5<br>• STRS: Resource: Title I, Part A; Amount: $2,101<br>• Teacher Salaries: Resource: Title I, Part A; Amount: $11,000 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social- | $561,990.91 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-1

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Instructional Materials & Supplies.<br><br>The following expenditures will be funded by federal Title funds:<br>• Instructional Materials & Supplies: Resource: Title I, Part A; Amount: $5,000 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services 3010 Title I: $3,500 | $3,500.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $454,955.47 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$2,900,767 | $206,011 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 27.463% | 18.314% | $1,279,161.56 | 45.777% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:** Healthy and nutritious meals<br><br>**Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  |  | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br> LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been accepted to a 4-year college |

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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-1

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>    LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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|---|---|---|---|
| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>- Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>- Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>- Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>- Percentage of cohort graduates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|  |  |  | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

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| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS) <ul><li>Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li><li>School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li><li>School experience survey "overall satisfaction rates"</li></ul> |

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| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.3 | **Action:** MTSS - PBIS and SEL support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>　LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

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| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

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| | | | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

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| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

|  |
|---|

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-1 will utilize the concentration grant add-on funds ($206,011) in the following manner:

MSA-1 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $10,562,288 | $2,900,767 | 27.463% | 18.314% | 45.777% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $9,739,142.29 | $4,131,501.44 | $130,790.00 | $647,570.58 | $14,649,004.31 | $8,820,913.24 | $5,828,091.07 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $48,000.00 | $48,000.00 | | | | $48,000.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $135,981.00 | $622,944.52 | $705,125.52 | $50,000.00 | | $3,800.00 | $758,925.52 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $423,920.14 | $2,501,164.37 | $1,193,066.14 | $1,732,018.37 | | | $2,925,084.51 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $30,222.00 | $30,222.00 | | | | $30,222.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $1,346,210.00 | $1,301,899.00 | $16,452.00 | | $27,859.00 | $1,346,210.00 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $2,693,360.63 | $153,000.00 | $2,723,601.94 | $122,758.69 | | | $2,846,360.63 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $82,522.50 | $16,188.50 | $28,772.00 | | $37,562.00 | $82,522.50 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $1,274,125.71 | $113,130.84 | $810,836.92 | $282,636.80 | | $293,782.83 | $1,387,256.55 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $89,739.00 | | | | $89,739.00 | $89,739.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $1,541,003.77 | $206,680.45 | $383,981.17 | $1,271,191.80 | | $92,511.25 | $1,747,684.22 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $352,166.50 | $25,126.47 | $353,382.56 | $23,410.41 | | $500.00 | $377,292.97 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $3,000.00 | | | | $3,000.00 | $3,000.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $238,050.18 | $3,000.00 | $144,177.63 | $93,872.55 | | $3,000.00 | $241,050.18 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $432,920.55 | $53,790.00 | $390,920.55 | | $80,790.00 | $15,000.00 | $486,710.55 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $537,516.21 | $348,542.34 | $598,616.21 | $187,442.34 | $50,000.00 | $50,000.00 | $886,058.55 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $340,021.75 | $32,144.00 | $343,796.75 | $6,052.50 | | $22,316.50 | $372,165.75 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $521,938.91 | $40,052.00 | $526,738.91 | $30,252.00 | | $5,000.00 | $561,990.91 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $3,500.00 | | | | $3,500.00 | $3,500.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $329,907.89 | $125,047.58 | $168,313.49 | $286,641.98 | | | $454,955.47 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $10,562,288 | $2,900,767 | 27.463% | 18.314% | 45.777% | $3,383,468.52 | 0.000% | 32.033 % | **Total:** | $3,383,468.52 |
| | | | | | | | | **LEA-wide Total:** | $3,383,468.52 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $30,222.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $16,188.50 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $810,836.92 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $353,382.56 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $144,177.63 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $390,920.55 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $598,616.21 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $343,796.75 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $526,738.91 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $168,313.49 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $14,610,744.00 | $14,484,158.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Teacher assignments and credentials | No | $48,000.00 | $48,000.00 |
| **1** | **1.2** | Instructional materials and technology | No | $1,204,997 | $1,204,997 |
| **1** | **1.3** | Clean and safe facilities that support learning | No | $3,087,126 | $3,036,393 |
| **1** | **1.4** | Healthy and nutritious meals | Yes | $25,000 | $30,222 |
| **1** | **1.5** | Well-orchestrated Home Office support services | No | $1,465,583 | $1,465,582 |
| **2** | **2.1** | Broad course of study and standards-based curriculum | No | $2,659,445 | $2,638,350 |
| **2** | **2.2** | Professional development for high-quality instruction | Yes | $82,522. | $82,522 |
| **2** | **2.3** | MTSS - Academic enrichment, intervention, and student support | Yes | $1,239,349 | $1,177,887 |
| **2** | **2.4** | Designated and integrated ELD programs | Yes | $89,739 | $89,739 |
| **2** | **2.5** | Support for students with disabilities | No | $1,629,137 | $1,628,269 |
| **3** | **3.1** | College/Career readiness programs and activities | Yes | $220,095 | $198,253 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $13,000.00 | $13,000 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $221,975 | $221,975 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $482,982 | $458,274 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $886,638 | $886,638 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $366,891 | $366,891 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $494,056 | $512,313 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $3,500 | $3,500 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $390,709 | $421,353 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,749,268 | $2,474,649.99 | $1,470,106.44 | $1,004,543.55 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $25,000.00 | $30,222 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $12,188.50 | $16,188.5 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $167,622.14 | $166,401.95 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $83,188.24 | $40,954.44 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $10,000.00 | $10,000.00 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $270,491.37 | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $291,791.17 | $229,425.88 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $543,492.50 | $61,100 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $336,522.14 | $338,522.13 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $634,853.93 | $477,291.54 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $3,500.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $96,000.00 | $100,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $6,984,709 | $2,749,268 | 0.000% | 39.361% | $1,470,106.44 | 0.000% | 21.047% | $1,279,161.56 | 18.314% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

○ Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

○ Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

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# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal
### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

## A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

## A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

## Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 2

CDS Code: CA

School Year: 2024-25

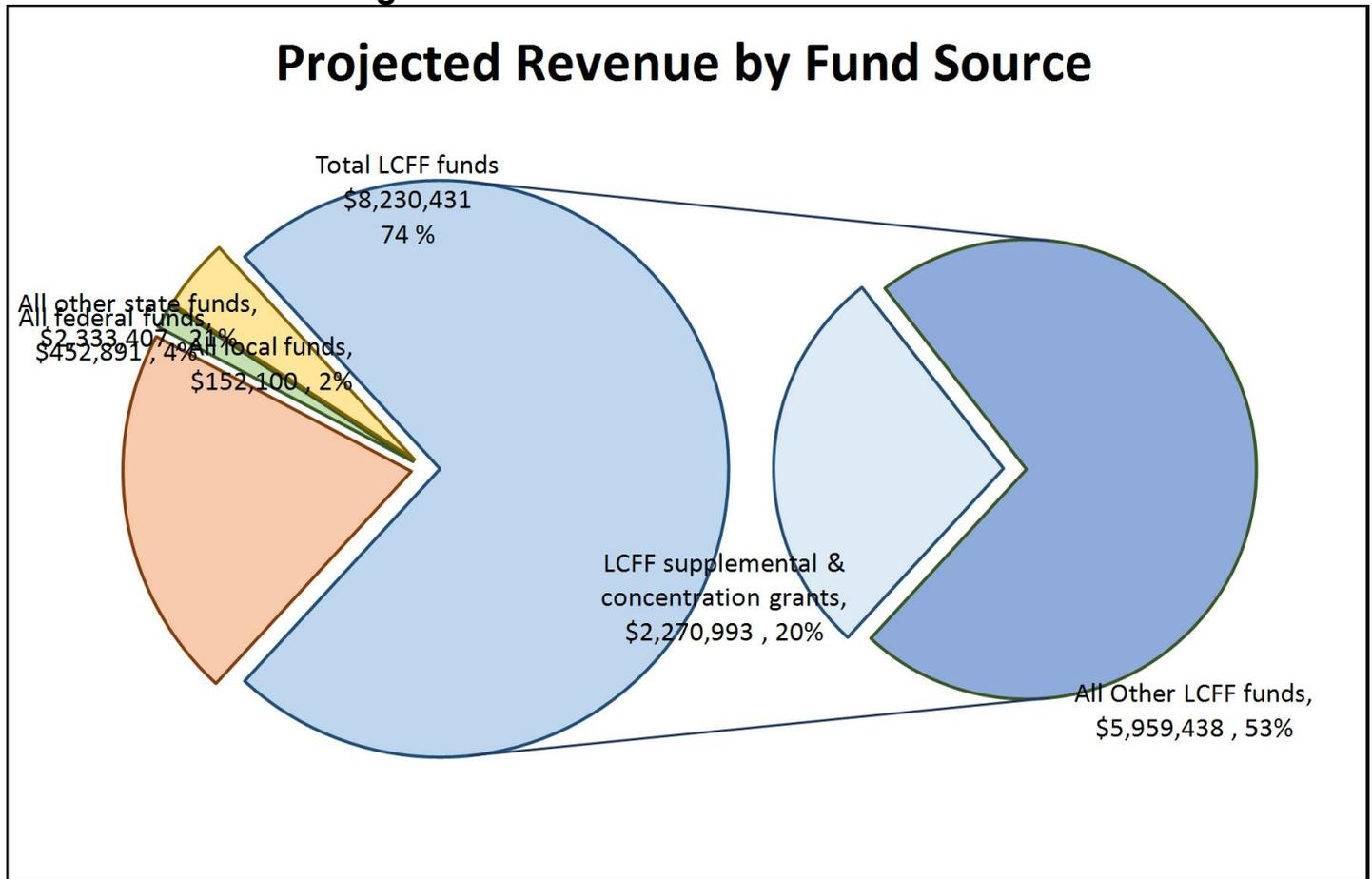LEA contact information:

David Garner

Principal

dgarner@magnoliapublicschools.org

(818) 758-0300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year



**Projected Revenue by Fund Source**

Total LCFF funds $8,230,431 74 %

All other state funds, $2,333,407 , 21%

All federal funds, $452,891 , 4%

All local funds, $152,100 , 2%

LCFF supplemental & concentration grants, $2,270,993 , 20%

All Other LCFF funds, $5,959,438 , 53%

This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 2 is $11,168,829, of which $8,230,431 is Local Control Funding Formula (LCFF), $2,333,407 is other state funds, $152,100 is local funds, and $452,891 is federal funds. Of the $8,230,431 in LCFF Funds, $2,270,993 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

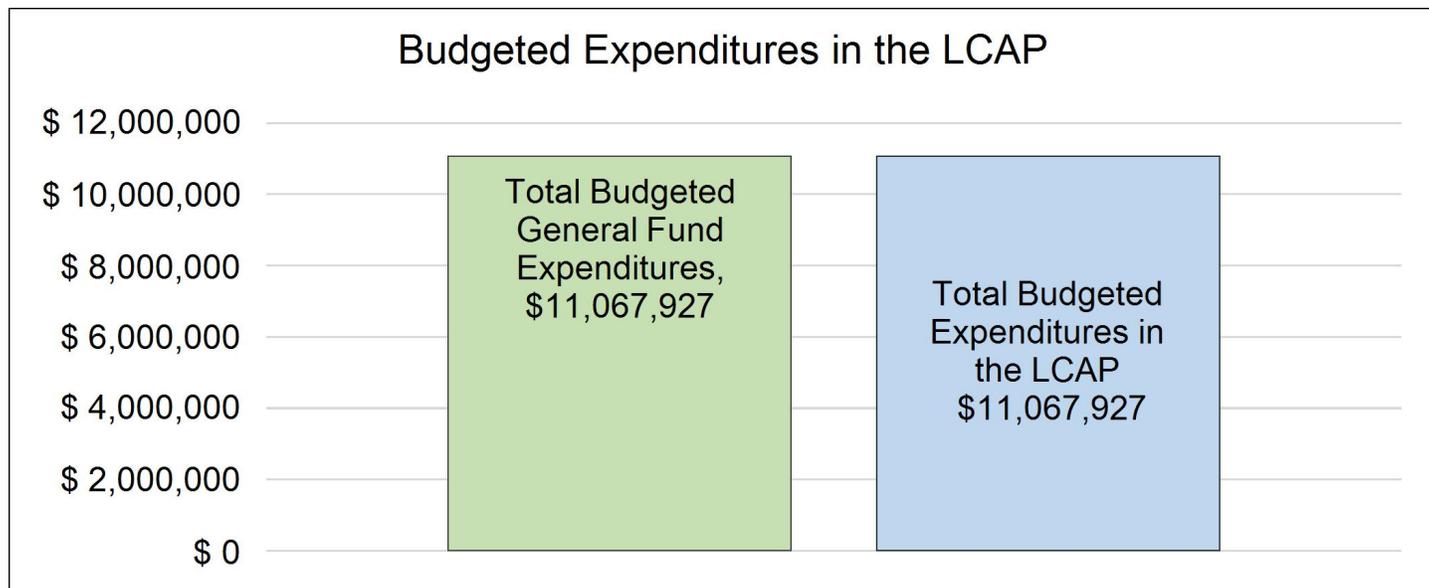The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| $ 12,000,000 | |
| $ 10,000,000 | |
| $ 8,000,000 | Total Budgeted General Fund Expenditures, $11,067,927 |
| $ 6,000,000 | Total Budgeted Expenditures in the LCAP $11,067,927 |
| $ 4,000,000 | |
| $ 2,000,000 | |
| $ 0 | |

This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 2 plans to spend $11,067,927.18 for the 2024-25 school year. Of that amount, $11,067,927.18 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 2 is projecting it will receive $2,270,993 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 2 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy 2 plans to spend $2,268,843.63 towards meeting this requirement, as described in the LCAP.

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 2 used state, federal, and local funds including, but not limited  to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant,
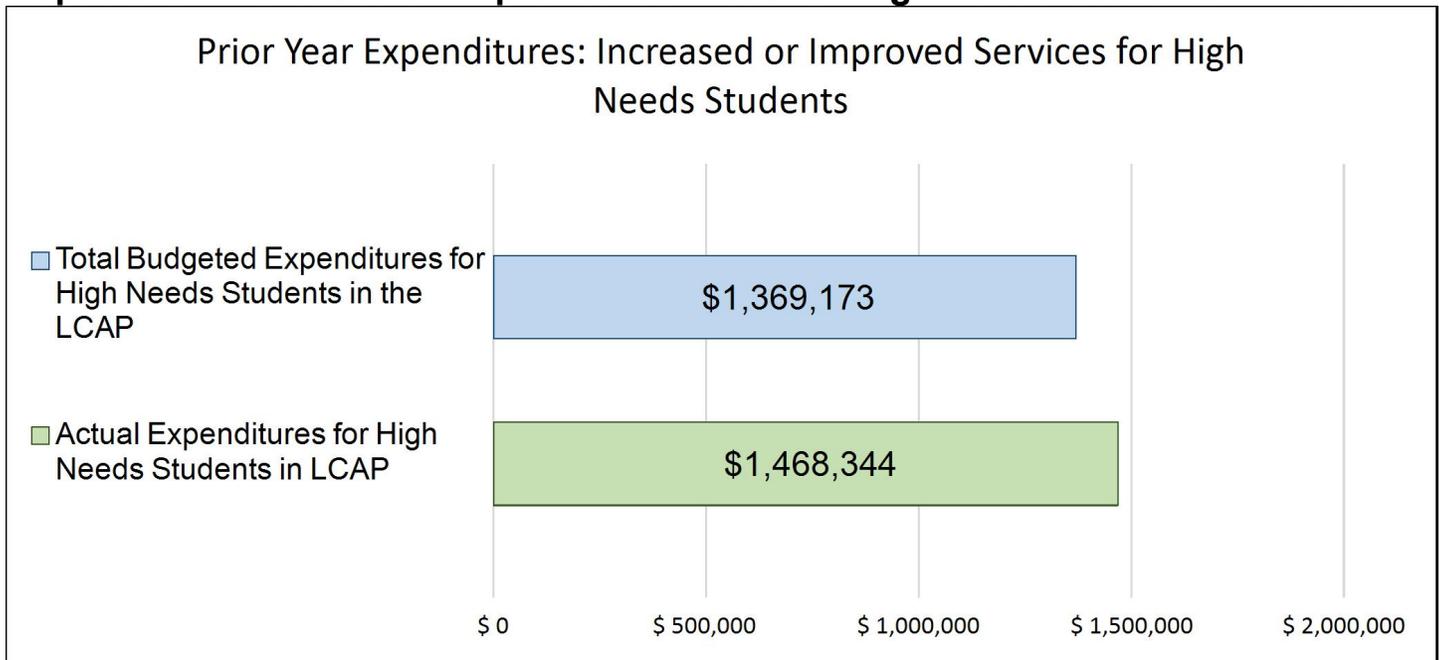
MTSS,                                    and                                    Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$1,369,173**
- ☐ Actual Expenditures for High Needs Students in LCAP — **$1,468,344**

Scale: $ 0 | $ 500,000 | $ 1,000,000 | $ 1,500,000 | $ 2,000,000

This chart compares what Magnolia Science Academy 2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 2's LCAP budgeted $1,369,172.78 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent $1,468,343.53 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 2 | David Garner<br>Principal | dgarner@magnoliapublicschools.org<br>(818) 758-0300 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **1** | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21:<br>0 | 2021-22:<br>0 | 2022-23:<br>2 | 2023-24:<br>1 | 2023-24:<br>0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21:<br>0% | 2021-22:<br>0% | 2022-23:<br>0% | 2023-24:<br>0% | 2023-24:<br>0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21:<br>0 | 2021-22:<br>0 | 2022-23:<br>0 | 2023-24:<br>0 | 2022-23:<br>0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 96.0% | 2021-22: (Spring 2021 to Fall 2021) 88% | 2022-23: (Fall 2021 to Fall 2022) 82%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 78% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.0% | 2021-22: (As of 5/12/22) 94.2% | 2022-23: (As of 5/15/23) 93.3% | 2023-24: (As of 12/15/23) 93.5% | 2023-24: 96.0% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Teacher assignments and credentials

MSA2 faced several vacancies throughout different periods of time this school year, including a history teacher, PE teacher, a Dean of Academics position, a music teacher, two English teacher positions, and two science teachers. All of these matters have led to the necessary practice of recruiting teachers by means of our Paycom system, as well as through Indeed and Edjoin platforms. MSA2 was able to fill all teacher positions at the time of the data collection for this goal with the exception of a science teacher vacancy. Further, MSA2 is committed to collaboration between our HR department and credential specialist to enable the efficient progress and timely development of our employees related to their respective programs and certifications as well as providing them with the required supports needed to earn their credentials.

Action 2: Instructional materials and technology

The entirety of MSA2's mandatory as well as essential textbooks during the 2023-24 academic year have been purchased through the vendor McGraw Hill, with the exception of the math curriculum which is now through Houghton Mifflin Harcourt. Amongst these expenses is the inclusion of online educational textbooks for all grade levels across English, math, history and science. Beyond these centralized curriculum provisions, instructors have also been provided with the opportunity to purchase additional needed academic resources, including novels to enhance ELA academic instruction as well as any other instructional products which can support student learning during the school year. Further, all staff members are invited to send ongoing purchase requests to be considered for approval pertaining to office as well as classroom supplies and materials.

Action 3: Clean and safe facilities that support learning

The fiscal resources budgeted in this category have been utilized to provide the programs and services which aligned with the expenses initially in MSA2's plan. MSA2's head custodial worker meets regularly with our office manager and administration to review the current inventory of cleaning supplies on campus in order to create new purchase requests necessary to maintain a safe and clean environment during the pandemic in partnership with our health and safety committee. Beyond the aforementioned expenses, the funds included in this line item are utilized to sustain projects involved in the upkeep and repair of the facility on campus, including ongoing servicing of the school's HVAC systems, restrooms, exterior walls, floors, and more.

Action 4: Healthy and nutritious meals

MSA2 has utilized fiscal resources related to this action and goal in order to provide essential drinking water to students and staff on campus via an outside distribution company. In particular, these funds have supported the continued sustainment of 5-gallon water dispenser devices being provided in each classroom as well as office on campus in order to create a safe system at MSA2's for access to water beyond the drinking fountains and vending machines on campus. Beyond these provisions, remaining fiscal resources in this category have been utilized to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

Action 5: Well-orchestrated Home Office support services

MSA2 utilizes fiscal resources within this area to cover fees associated with our Home Office related to the provision of services and resources to the school site. Further, these fiscal resources are utilized from MSA2 to cover additional necessary support services by means of the fees paid to LACOE in conjunction with MSA2's authorization, fees to cover the performance of financial audits, fees to cover expenses from MSA2's legal firm partner and other expenses. Moreover, MSA2 utilizes this fiscal resource to purchase necessary software which is necessary to run the school system, including Adaptive Insights which provides budgetary tools for the school. In exchange for the fees paid by MSA2 to our home office, MSA2 receives services in the form of monthly professional development sessions for all school administration, as well as office management, in addition, to support with compliance related to special education, student services, academic programs, facilities, operations, human resources, and finance. Beyond these services, MSA2 receives support from the home office in the form of organizing training programs across the Magnolia organization for teachers, office staff, paraprofessionals, and administration to attend to collaborate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Teacher assignments and credentials

This fiscal resource additionally aligns with the function of providing fees related to retirement services. The budgeted amount of $29,750 for the current academic year in this area, has been met by MSA2 with estimated actual expenditures of $29,750 in this area by the end of the Spring 2024 semester.

Goal 1 Action 1
Budgeted: $29,750.00
Actual: $29,750.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 2: Instructional materials and technology

Moreover, MSA2 allocated 60% of the salary and benefits for our IT Manager in partnership with MSA7 who budgeted the additional 40% for this shared staff member who worked at MSA2 for the entire 2023-24 school year.  Additionally, MSA2 continued to pay for the acquisition of hotspots for each student in need of internet connection at home. All classrooms have internet access and each student has their own Chromebook for school use. Further, MSA2 purchased additional technology needed for our school classrooms to provide greater support. MSA2 spent $528,190 of our school's budgeted amount of $528,190 during the 2023-24 school year.

Goal 1 Action 2
Budgeted: $528,190
Actual: $528,190
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 3: Clean and safe facilities that support learning

MSA2 continued to hire 2nd full-time security guards through an outside subcontracted vendor to provide a safe environment during the current year. MSA2 also continued its provision of 3 custodian workers servicing the school site as well as the necessary supplies required to maintain a safe and clean campus. MSA2 spent $2,243,243 of our school's budgeted amount $2,243,243 during the 2023-24 school year.

Goal 1 Action 3
Budgeted: $2,243,243
Actual: $2,243,243
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 4: Healthy and nutritious meals

By the end of the school year, MSA2 has utilized approximately $39,000 of the $39,000 budgeted amount which have been allocated to this category. Additional fiscal resources have been utilized in this category to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

Goal 1 Action 4
Budgeted: $39,000.00
Actual: $39,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 5: Well-orchestrated Home Office support services

MSA2 has exhausted $1,376.394 which is equivalent to the $1,376,394 funds which were budgeted under this category during the current school year. This rate of services is at the top rate across the organization for schools and has resulted from MSA2 continuing to grow in enrollment which has led to the school paying the highest rate for services and fees from home office.

Goal 1 Action 5
Budgeted: $1,376,394
Actual: $1,376,394
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Teacher assignments and credentials

At the time of this report, MSA2 anticipates retaining all employees with the exception of 3 for the upcoming school year. This is considered a success with regard to this goal.  Over the course of the 3 years in this LCAP cycle, while MSA2 did not meet our desired rate of 90% during

any of the 3 years in this LCAP cycle, MSA2 still worked hard to retain employees. This retention rate was particularly impacted for many schools across the state of California and Los Angeles County, including MSA2 following the several years returning to in-person learning following the Covid-19 pandemic.

During the 2023-24 school year, MSA2's lowest rate of 78% (Fall 2022 to Fall 2023) for employee retention rate was impacted by the fact that MSA2 had not yet received an extension of the school's longterm Facility Usage Agreement by LAUSD at the start of the 2023-24 school year. The extension of MSA2's longterm Facility Usage Agreement with LAUSD was not officially granted and approved by LAUSD until March 2024, so the uncertainty about MSA2's location for the upcoming school year led to numerous employees leaving MSA2 during the 2023-24 school year as well due to the employees' perceived potential instability of employment for the upcoming school year.

Employee retention is an area that MSA2 will continue to take proactive steps to improve in the upcoming LCAP 3 year cycle through numerous means, including through utilizing employee feedback shared in the educational partner Panorama survey, as well as on official committees such as the Community Advisory Committee (CAC) which includes elected representatives from MSA2's employees, as well feedback shared during MSA2's weekly staff meetings.

Action 2: Instructional materials and technology

MSA2 utilized more fiscal resources in this category than the amount initially budgeted during the 2022-23 school year within this 3 year LCAP cycle, which also supported student learning during the Covid-19 pandemic. In particular, due to increased crowded spaces in student homes during the pandemic with the increased cost of living and more families sharing living quarters, increased wear and tear as well as damage to electronic devices took place during the 2022-23 school year, which led to the need to spend more funds in this area than initially planned during that year of this LCAP 3 year cycle. Nonetheless, these technological resources have helped support students access to online educational resources and textbooks at their homes which have supported growth in reading, increases in math and reading as measured on the Spring 2023 NWEA MAP end of year assessments which justifies the increased expenditures related to technology for MSA2.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance. MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing sufficient instructional materials and technology to students over the 3 year period within this LCAP cycle was successful in increasing student academic growth across numerous indicators.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

Action 3: Clean and safe facilities that support learning

During the 3 year LCAP cycle, MSA2 utilized more fiscal resources in this category in the 2022-23 school year than the amount initially budgeted.  During this 3 year cycle, MSA2 hired a 3rd full-time custodial worker, purchased additional PPE, and hired a 2nd full-time security guard at MSA2 which all helped the school provide clean and safe facilities which support learning. This was effective in reducing the prevalence of Covid cases during the pandemic and avoiding an outbreak which could have led to increased cases and the need to close the school down to manage such an outcome. In addition, the additional security staff has helped lead to increased safety on campus, as demonstrated in several years of responses on the annual Panorama Educational Survey, as well as the retention of students at MSA2 with a growth of enrollment each year over the past 3 years.

Once again, on February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE)  2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.  MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing clean and safe facilities which support learning to students, staff and families over the 3 year period within this LCAP cycle was effective in increasing student academic growth across numerous indicators.

Once again, according to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

Action 4: Healthy and nutritious meals

During the 3 year cycle of this LCAP, MSA2's increase of fiscal resources in this category has been effective at providing healthy meals to students during after school activities including the college courses which help lead to increased student participation and success in such academic programs.

Action 5: Well-orchestrated Home Office support services

During the 3 year cycle of this LCAP, MSA2's increased fiscal resources paid to home office during the 2022-23 and 2023-24 school years for support beyond the budgeted amount has been effective in receiving increased support for our SPED department, Academic programs, PACE community outreach, legal services, facilities department, accountability and human resources during the pandemic which has needed additional support to manage during the all 3 academic years. With MSA2's growing enrollment over the past 3 years, we are able to have a larger budget to support the increased services and fees associated with home office services which have helped lead to increased services and outcomes for students as evidence by the student growth on the end of year NWEA MAP assessments in math and English during the Spring 2023 semester.

Once again, on February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance. MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing increased amounts of well-orchestrated home office support services to students, staff and families over the 3 year period within this LCAP cycle was effective in increasing student academic growth across numerous indicators.

Once again, according to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting upon all of the previously mentioned outcomes over the 3 year cycle for this LCAP, MSA2 will continue to collaborate with our credential specialist in our HR department along with our school administration over the next 3 year LCAP cycle to ensure that teacher credential issues are addressed and progress is made in this area related to new challenges that may arise during the upcoming 3 school years. MSA2 will also continue to take proactive steps to improve employee retention in the upcoming LCAP 3 year cycle through numerous means, including through utilizing employee feedback shared in the educational partner Panorama survey, as well as on official committees

such as the Community Advisory Committee (CAC) which includes elected representatives from MSA2's employees, as well feedback shared during MSA2's weekly staff meetings.

MSA2 will continue to meet with our IT Manager and home office IT Director to ensure that the most effective technological resources are provided to students to support their learning throughout the upcoming 3 school years. Further, MSA2 will continue to collaborate with the Director of Student Services, School Site Council, and Student Leadership to seek ways to improve the safety and cleanliness of MSA2 during the upcoming 3 school years. Moreover, MSA2 will continue to collaborate with our school educational partners to ensure that healthy meals and snacks continue to be provided to students who take advantage of educational programs and opportunities which meet outside of regular school time over the next 3 school years so they can continue to receive the benefit from these opportunities, including enrolling in college courses. Finally, MSA2 will continue to partner with our home office and allocate necessary fiscal quantities needed over the next 3 school years to seek resources, professional development opportunities and support which can enhance the quality of educational programs and services provided to students at MSA2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 95% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 85% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 91% | 2021-22: (As of 5/13/22) 86% | 2022-23: (As of 5/12/23) 64% | 2023-24: (As of 5/24/24) 78% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 73% | 2021-22: (First semester) 82% | 2022-23: (First semester) 86% | 2023-24: (First semester) 55% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 48.5 | 2021-22: (As of 5/13/22) 92.3 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 41.81%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 38.19%<br>• Students with Disabilities: 15.56%<br>• Hispanic: 38.49%<br>• White: 58.82% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 35.88%<br>• English Learners: 6.00%<br>• Socioeconomically Disadvantaged: 35.13%<br>• Students with Disabilities: 16.07%<br>• Hispanic: 34.08%<br>• White: 58.34%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 42.73%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 39.81%<br>• Students with Disabilities: 21.66%<br>• Asian: *<br>• Hispanic: 40.98%<br>• White: 50.0%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 39.39% | 2022-23:<br>• All Students: 46.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 43.00%<br>• Students with Disabilities: 20.00%<br>• Hispanic: 43.00%<br>• White: 60.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 40.48%</li><li>English Learners: 4.26%</li><li>Students with Disabilities: 21.82%</li><li>Hispanic: 38.83%</li><li>White: 63.64%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 41.71%</li></ul> | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 42.52%</li><li>English Learners: 5.26%</li><li>Students with Disabilities: 18.64%</li><li>Hispanic: 41.25%</li><li>White: 53.33%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 46.63%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 16.6 points below standard</li><li>English Learners:</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard)<ul><li>All Students: 35.0 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 19.3 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 10.0 points below standard</li><li>English Learners:</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 62.1 points below standard<br>• Socioeconomically Disadvantaged: 22.0 points below standard<br>• Students with Disabilities: 79.9 points below standard<br>• Hispanic: 24.9 points below standard<br>• White: 26.2 points above standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 67.3%<br>• English Learners: 69.6%<br>• Students with Disabilities: 67.6%<br>• Hispanic: 66.1%<br>• White: 88.2% | 89.4 points below standard<br>• Socioeconomically Disadvantaged: 36.6 points below standard<br>• Students with Disabilities: 89.4 points below standard<br>• Hispanic: 39.4 points below standard<br>• White: 16.4 points above standard | 83.5 points below standard<br>• Socioeconomically Disadvantaged: 26.4 points below standard<br>• Students with Disabilities: 65.5 points below standard<br>• Asian: *<br>• Hispanic: 21.9 points below standard | 55.0 points below standard<br>• Socioeconomically Disadvantaged: 16.0 points below standard<br>• Students with Disabilities: 72.0 points below standard<br>• Hispanic: 18.0 points below standard<br>• White: 28.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 65.0%<br>• English Learners: 66.0% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 67.3% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 64.4% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 46.9% | 2023-24:<br>• All Students: 70.0%<br>• English Learners: 70.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | <ul><li>Socioeconomically Disadvantaged: 66.3%</li><li>Students with Disabilities: 66.0%</li><li>Hispanic: 65.5%</li><li>White: 66.7%</li></ul> | <ul><li>English Learners: 69.6%</li><li>Socioeconomically Disadvantaged: 67.5%</li><li>Students with Disabilities: 67.6%</li><li>Asian: 72.2%</li><li>Hispanic: 66.1%</li><li>White: 88.2%</li></ul> | <ul><li>English Learners: 75.00%</li><li>Socioeconomically Disadvantaged: 64.5%</li><li>Students with Disabilities: 70.2%</li><li>Asian: 62.5%</li><li>Hispanic: 65.4%</li><li>White: 42.1%</li></ul> | <ul><li>English Learners: 40.0%</li><li>Socioeconomically Disadvantaged: 48.1%</li><li>Students with Disabilities: 41.9%</li><li>Hispanic: 47.3%</li><li>White: *</li></ul> | <ul><li>Socioeconomically Disadvantaged: 70.0%</li><li>Students with Disabilities: 70.0%</li><li>Hispanic: 70.0%</li><li>White: 70.0%</li></ul> |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: <ul><li>All Students: 27.87%</li><li>English Learners: 5.13%</li><li>Socioeconomically Disadvantaged: 24.80%</li><li>Students with Disabilities: 15.55%</li><li>Hispanic: 23.41%</li><li>White: 64.71%</li></ul> | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics | 2021-22: <ul><li>All Students: 21.76%</li><li>English Learners: 6.00%</li><li>Socioeconomically Disadvantaged: 20.79%</li><li>Students with Disabilities: 12.50%</li><li>Hispanic: 18.97%</li><li>White: 41.67%</li></ul><br>We have used the Measures of Academic Progress | 2022-23: <ul><li>All Students: 25.66%</li><li>English Learners: 2.44%</li><li>Socioeconomically Disadvantaged: 22.73%</li><li>Students with Disabilities: 13.33%</li><li>Asian: *</li><li>Hispanic: 25.0%</li><li>White: 25.0%</li></ul><br>IAB Math Level 3 and 4 Projection (1/22/24): | 2022-23: <ul><li>All Students: 34.00%</li><li>English Learners: 15.00%</li><li>Socioeconomically Disadvantaged: 34.00%</li><li>Students with Disabilities: 25.00%</li><li>Hispanic: 34.00%</li><li>White: 67.00%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  | assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 16.62%<br>• English Learners: 2.13%<br>• Students with Disabilities: 7.27%<br>• Hispanic: 14.52%<br>• White: 45.54%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 54.57% | (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 21.18%<br>• English Learners: 0.00%<br>• Students with Disabilities: 15.25%<br>• Hispanic: 19.87%<br>• White: 20.00%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 47.22% | • All Students: 26.36% |  |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 60.8 points below standard<br>• English Learners: 96.8 points below standard<br>• Socioeconomically Disadvantaged: 65.6 points below standard<br>• Students with Disabilities: 119.6 points below standard<br>• Hispanic: 71.9 points below standard<br>• White: 21.8 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 68.4%<br>• English Learners: 66.0%<br>• Students with Disabilities: 68.1%<br>• Hispanic: 67.4% | 2021-22: (2022 Dashboard)<br>• All Students: 77.9 points below standard<br>• English Learners: 119.6 points below standard<br>• Socioeconomically Disadvantaged: 80.1 points below standard<br>• Students with Disabilities: 107.9 points below standard<br>• Hispanic: 83.6 points below standard<br>• White: 23.6 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 62.9 points below standard<br>• English Learners: 115.3 points below standard<br>• Socioeconomically Disadvantaged: 70.9 points below standard<br>• Students with Disabilities: 114.7 points below standard<br>• Asian: *<br>• Hispanic: 66.9 points below standard<br>• White: 51.2 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 54.0 points below standard<br>• English Learners: 86.0 points below standard<br>• Socioeconomically Disadvantaged: 58.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Hispanic: 64.0 points below standard<br>• White: 23.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 64.7% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 67.4%<br>• English Learners: 63.6%<br>• Socioeconomically Disadvantaged: 68.3%<br>• Students with Disabilities: 57.9%<br>• Asian: 70.8%<br>• Hispanic: 66.7%<br>• White: 87.5% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 68.4%<br>• English Learners: 66.0%<br>• Socioeconomically Disadvantaged: 69.0%<br>• Students with Disabilities: 68.1%<br>• Asian: 83.3%<br>• Hispanic: 67.4%<br>• White: 64.7% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 65.3%<br>• English Learners: 69.1%<br>• Socioeconomically Disadvantaged: 66.6%<br>• Students with Disabilities: 83.3%<br>• Asian: 62.5%<br>• Hispanic: 65.7%<br>• White: 57.9% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 48.8%<br>• English Learners: 48.5%<br>• Socioeconomically Disadvantaged: 49.6%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 49.9%<br>• White: * | 2023-24:<br>• All Students: 70.0%<br>• English Learners: 65.0%<br>• Socioeconomically Disadvantaged: 70.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 70.0%<br>• Hispanic: 70.0%<br>• White: 80.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 71.4% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level: | 2021-22: (2022 Dashboard) 54.9% | 2022-23: (2023 Dashboard) 60.0% | 2022-23: (2023 Dashboard) 73.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Level 4: 15.76%<br>• Level 3: 40.78%<br>• Level 2: 27.63%<br>• Level 1: 15.76% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 14.0% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2021 ELPAC Percentage of Students Level 4: 20.0% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 15.79% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 22.89% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 21.05%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 20.79%<br>• Students with Disabilities: 5.56% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 16.76%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 16.98%<br>• Students with Disabilities: 3.45% | 2022-23:<br>• All Students: 24.00%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 20.77%<br>• Students with Disabilities: 7.41% | 2022-23:<br>• All Students: 24.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 24.00%<br>• Students with Disabilities: 10.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Hispanic: 19.41% | | • Hispanic: 16.67% | • Hispanic: 20.61% | • Hispanic: 24.00% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2.1: Broad course of study and standards-based curriculum

During the 2023-24 academic year, MSA2 has faced a tremendous degree of obstacles which have impacted the programs, services and resources available to the school. In particular, this year has been impacted by teacher turnover in several classes which have required the utilization of increased quantities of substitute teachers to cover. This process has had an impact on the fiscal resources required to pay substitute company vendors, although the funding which was initially allocated for teacher salaries and benefits led to savings during the months where vacancies took place. Further, a significant percentage of MSA2 teachers stayed home this year with medical conditions, which has led to a significant budgetary impact increasing the fiscal resources needed in the area of substitute teachers related to this matter.

MSA2 utilized numerous systems, programs, and services to effectively achieve the objective in Goal 2, Action 1 of providing a broad course of study and standards-based curriculum. In particular, MSA2 creates a master schedule each semester which it uses to align the courses being offered to students within each semester with the instructors responsible for teaching the students subdivided by separate class periods. This master schedule ensures that students are each enrolled in courses of study which enable them to meet culmination and graduation requirements. In addition, MSA2 provides textbooks to all students through online accessible curriculum which are aligned to the content standards as well as through physical textbooks via McGraw Hill for all core subjects with the exception of math which is through Houghton Mifflin Harcourt, which provides access to core academic classes including English (StudySync), math (ALEKS), history, and science. Beyond these resources, MSA2 incorporates a plethora of online supplemental resources to support instructional and student learning, including: myON, which provides support to build reading levels and is utilized in ELA, ELD as well as through cross-curricular support; iXL to help increase learning in math and ELA; Flocabulary to provide differentiated support in all subject areas.

MSA2 also takes proactive steps to support students in their college and career readiness. Specifically, students at MSA2 are invited to take advanced pathways in math beginning in 7th grade, as well as advanced college level courses through Pierce College, LA Valley College and Mission College, including in Sociology, Anthropology, Cinema, Art, History, and English. Moreover, MSA2 offers AP courses to students in Spanish, and Pre-Calculus. Further, MSA2 provides additional support to students who are ready for higher level academic pursuits through Stanford University's Precollegiate Academy. MSA2 students participate in additional elective courses, including computer, graphic design, journalism, debate and music as well as have opportunities to participate in STEAM-based extra-curricular programs including robotics.

Goal 2.2: Professional development for high-quality instruction

MSA2 utilizes fiscal resources from this category to provide opportunities for professional development to the school teachers, administrators and staff as well as the associated payment required to retain the TeachBoost system as a means to evaluate teachers and staff within the school setting. MSA2 also continues to employ teachers, administrators, and other staff who receive tuition reimbursement support which they are able to connect with their credentialing programs as well as higher education pathways.

Amongst the needs of MSA2 employees, some individuals are receiving support to obtain their induction programs while others are receiving their EdD in Educational Leadership as well as Masters Degrees in the areas related to their professional growth goals. Since current spring programs are still underway, the reimbursement process is not yet complete for these individuals and the funds in this category will continue to be spent until the end of the semester.

MSA2 furnishes pupils with a broad array of courses which also encompass the traditional core classes of mathematics, social sciences, science and English, in addition to elective offerings. Moreover, MSA2 furnishes the additional selection of services as well as academic programs which are included within our school's charter petition, particular provisions and interventions that align with the individual needs and areas of curiosity encompassed by our school's student population. Beyond these steps, MSA2 also designs our specific master schedule to meet the demands and requirements related to our students' future academic and professional goals.

Further, MSA2 takes proactive steps to ensure that every student has access to courses across each of the school's academic areas which is equitably distributed across pupil groups. Each student at MSA2 participates in a rigorous, relevant, and coherent curriculum which is aligned to the common core state standards which simultaneously augments the achievement as measured by the schoolwide learner outcomes, content standards, as well as the measures associated with students' preparation to be successful in future professional and collegiate outcomes. Furthermore, MSA2 continues to provide the sufficient quantity and quality of professional staff members required to effectively implement the organization's master schedule. In order to meet this goal, MSA2 continues to develop additional responsibilities and duties which are appropriately delegated to teachers and administrators alike which enable the school to provide competitive salaries and benefits necessary to retain such talented educators.

As we have historically provided financial support to our new teachers to clear their credentials through BTSA programs, we will proceed in fulfilling these supports this year as well. MSA2 is vigilant in providing support to our teachers and staff by means of providing opportunities to participate in professional development programs in partnership with LACOE as it pertains to PBIS, STEAM, SEL, MTSS, EL support, and other areas related to effective classroom instruction. Our college counselor and teachers of college level Advanced Placement courses will also continue to receive annual professional development training which are provided by the school in order to prepare them to be successful in delivering quality instruction to our advanced students at MSA2. Another time which is sacred for MSA2 to hold professional development takes place during our weekly full staff collaboration time each Wednesday during our minimum dismissal schedule. Finally, we are supportive of our paraprofessional and administrative assistant staff members in their pursuit of higher educational goals by means of offering tuition reimbursement to these individuals.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2 has implemented MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. MSA2 has synthesized CAASPP and NWEA MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Learning Lab classes, designated ELD courses, Study Skills, additional support during home room, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator,Title-1 Team, MTSS Academic Committee chairs, etc.). MSA2 has also provided support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.

MSA2 has included online educational supplemental resources which include BrainPOP, myON, Flocabulary, Aleks, Gizmo. MSA2 has also provided the additional supports:

- MSA2 has an advanced math class for all eligible students to take where they are 1 grade level ahead of the content standards, which approximately 20% of our students are currently enrolled in.
- EL and SPED support takes place after school with the SPED teachers during their office hours and tutoring time, as well as with instructional assistants
- AP support time takes place after school during office hours with the instructors
- Early College Magnet has the support of MSA2 co-teachers who serve as additional academic support for the students to provide increased passing rates of the courses taken with LA Valley College
- Meetings taking place at least on a monthly basis include: SPED, MTSS DL Academic Committee, Grade Level Coordinators, grade level teachers, departments, admin, PBIS Committee, ASB Student Government leadership, College Readiness Committee, Technology Committee, AP teachers, Title I math / EL
- 11th grade homeroom IXL preparation integration
- Winter academic intervention plans as well as after school support during January to increase student passing rate from Fall MAP NWEA administration

Goal 2.4: Designated and integrated ELD programs

- MSA2 has held quarterly ELAC (English Language Advisory Committee) meetings throughout the current academic year. Lesson plans include documentation of ELD standards which are aligned with core curriculum and which will be integrated into each particular activities within the instructional program each day so that all courses provide additional supports toward acquisition of English Language Development

Collaboration with the central office to provide best-practice integration of the ELD Master Plan, in partnership with the MPS ELD Coordinator

- MSA2 has implemented MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. MSA2 has synthesized CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, learning lab classes, designated ELD courses, Study Skills, additional support during Homeroom / Advisory, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, MTSS Academic Committee chairs, etc.)
- Support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.
- MSA2 has included online educational supplemental resources which include myON, Flocabulary, IXL, and StudySync ELD component.
- MSA2 utilizes paraprofessionals to support EL students during learning lab as well as homeroom courses to provide additional guidance and feedback to students

Goal 2.5: Support for students with disabilities

MSA2 utilizes the fiscal resources aligned with this action step in order to provide funding which pays for the salary and benefits of MSA2's 3 full-time SPED paraprofessionals, 1 part-time SPED paraprofessional, 4 full-time Education specialist / SPED teachers, 1 full-time school psychologist. This year, MSA2 added an additional 1 SPED teacher / education specialist, 1 additional SPED full-time paraprofessional, and 1 additional part-time SPED paraprofessional.

Further, MSA2 utilizes this action to include for the purchase of resources needed to support SPED students and teachers such as technological resources which help provide accommodations to SPED students, as well as to provide services to SPED students by means of subcontracting out this process to an outside vendor, including EdLogical. SPED students receive services which include occupational therapy, adaptive PE, speech therapy, and more. Moreover, MSA2 utilizes funds in this category to provide relevant assessments which are utilized and incorporated in the annual and triennial IEP process for SPED students, including any required technical tools which are essential to this process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2.1: Broad course of study and standards-based curriculum

MSA2's initial budget which included categories to support the programs, services, personnel, and resources related to this action step was impacted by several additional sources of revenue due to the Covid-19 pandemic. Amongst these resources, the additional Concentration Add-On Grant provided extra fiscal resources which have created opportunities to provide additional support to students during this time and which included expenses which were not initially budgeted by MSA2.

MSA2 budgeted $1,927,088 for this category, and ended up utilizing $1,900,384 of fiscal resources by the end of the school year in this category which means that the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 1
Budgeted: $1,927,088
Actual: $1,900,384
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.2: Professional development for high-quality instruction

MSA2 budgeted $114,500 for this goal, and by the end of the school year will utilize $114,500 to accomplish this goal.

Goal 2 Action 2
Budgeted: $114,500
Actual: $114,500
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- MSA2 continued to hired a paraprofessional to support the dually identified students who are both SPED and EL during this academic year
- MSA2 continued to hire an administrative assistant in the Student Services department to support behavior interventions
- MSA2 continued to hire an administrative assistant in the Academic Department to support the administration of assessments as well as to support academic achievement
- MSA2 continued to allocate additional funds to support Saturday School to provide additional learning support

MSA2 budgeted $927,961 for this goal and by the end of the school year, MSA2 had spent $877,363 for this goal, which means that the

projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations. Although MSA2 did not spend all of the budgeted amount in this category, the process of maintaining the hiring of numerous support paraprofessional and administrative assistant staff to support the SPED, EL and general student population this year enabled MSA2 to be effective with this goal without utilizing all of the budgeted fiscal resources in this goal.

Goal 2 Action 3
Budgeted: $927,961
Actual: $877,363
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.4: Designated and integrated ELD programs

- MSA2 continued to hire an additional administrative assistant in the Academic department to support the administration of assessments in partnership with the Assistant Principal of Academics, including in the support of the EL students being assessed

MSA2 has spent $1,000 of the $1,000 which were budgeted in this category by the end of the school year.

Goal 2 Action 4
Budgeted: $1,000
Actual: $1,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.5: Support for students with disabilities

Due to the increased number of SPED students this year enrolled in MSA2 as well as an increased number of new assessments which took place leading to new IEPs for students, MSA2 continued with hiring the 4th SPED teacher / education specialist who was initially hired last school year. MSA2 budgeted $1,040,067 this year and by the end of the year ended up utilizing $980,061, which means that the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $1,040,067
Actual: $980,061
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2.1: Broad course of study and standards-based curriculum

Over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading. 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's

English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students.  An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further,  41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science.  This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

Goal 2.2: Professional development for high-quality instruction

During the 3 year LCAP cycle, MSA2 has expanded our MPSwide collaboration time which connects teachers and staff across the organization to support areas including math instruction, EL support, departmental collaboration, ELA instruction, SPED collaboration, technology support, and more. MSA2 was recently awarded the Gold Medal for our PBIS Program in partnership with LACOE and the California PBIS Recognition program. In order to receive this recognition, MSA2 compiled data related to our SEL implementation as well as related to a variety of measures being assessed by LACOE and the State of California in their observation of our school over the course of the application period. MSA2 also reviews assessment data during weekly school staff PD meetings, department meetings, MTSS meetings, School Site Council meetings, Title I / ELAC meetings with other educational partners. Further, MSA2 administration attend and review data monthly with home office support during Principal meetings, Academic Administrator meetings, Student Services Administrator meetings, and Office Manager meetings. This data relates to student performance on academic assessments, behavioral referrals, attendance and truancy, social emotional measures, and enrollment. In addition, MSA2 administration utilizes TeachBoost platform to perform formal and informal observations of instructional staff and administrative assistants which align to professional standards and track each individual's effectiveness over the course of each school year.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2's academic performance data during the pre-Covid-19 pandemic, during the pandemic, as well as since the pandemic ended have shown continuous growth and improvement across nearly all student groups in ELA and math. In particular, MAP growth data during the last school year demonstrates target growth levels being met in ELA and math at significant rates. Further, online program usage demonstrates improvements over time in terms of the topics showing proficiency and mastery across IXL, ALEKS, myON, Flocabulary, and more. In

addition, MSA2 continues to meet and exceed the recommended benchmarks for a majority of IXL goals for student usage, teacher usage, and content mastery.

As was stated previously, over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading.  65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year.  Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math.  69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year.  66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year.  83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year.  65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.  This was a growth of 3.89% from the prior school year.  Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.  Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard.  The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard.  The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard.  The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard.  One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year.  Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's

English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

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During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

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On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

Goal 2.4: Designated and integrated ELD programs

Over the 3 year LCAP cycle, MSA2's data related to EL students shows tremendous growth for EL students with regard to their RFEP rates as well as their ELP progress indicator on the dashboard. These rates demonstrate that MSA2's EL students are reaching academic achievement goals related to language acquisition at substantially high rates. We have added substantial academic support to our dually identified students by means of providing students with 2 additional paraprofessionals that were not originally in the budget prior to this 3 year LCAP cycle, and were hired based on additional funds related to the Covid-19 pandemic during the LCAP cycle as well and who continue to work at MSA2 during the 2023-24 school year.

As was previously mentioned, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

Goal 2.5: Support for students with disabilities

During this 3 year LCAP cycle, MSA2 utilized more fiscal resources than initially budgeted prior to this cycle to support our SPED students in the form of hiring several new SPED paraprofessionals as well as one additional SPED teacher, MSA2's SPED students were able to receive additional small group support to reduce learning loss experienced during the Covid-19 pandemic. The end of year results on the NWEA

MAP in math and English as well as the Lexile growth as demonstrated through myON for the past 2 years for SPED students demonstrates that these additional resources were effective in supporting our SPED student population.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2.1: Broad course of study and standards-based curriculum

Over the next 3 year LCAP cycle, MSA2 plans on continuing to provide our broad variety of current online curriculum and supplemental resources for the coming school year, including IXL, myON, Flocabulary, McGraw Hill, Houghton Mifflin Harcourt, and StudySync. In addition, we plan to expand our professional development activities related to our science curriculum to support the improved incorporation of NGSS-aligned standards.

Goal 2.2: Professional development for high-quality instruction

During the next LCAP cycle, MSA2 will utilize funds relevant revenue streams over the next three instructional years to provide coaching and mentorship support to our instructors each year, as well as additional professional development programmatic support. Further, MSA2 plans to hire an instructional coach as a full-time support position for the first time during the 2024-24 school year. Moreover, MSA2 administration will continue to receive professional development support in partnership with Harvard University's Relay Graduate School of Education to improve this effort.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- During the next 3 year LCAP cycle, MSA2 plans to renew the online programs such as myON, iXL, Flocabulary and StudySync for upcoming school year as a means to provide content-aligned assessments to MSA2 students in ELA, ELD and math courses.
- MSA2 will also incorporate an expansion of dual enrollment college course preparation programs to support student learning, including by partnering with Pierce College and LA Valley College.

One area of growth for the next LCAP cycle with this is goal is to decrease the percentage of students failing classes as well as to meet 100% of teacher observation informal and formals during the next 3 years as a manner to better support student learning.

Goal 2.4: Designated and integrated ELD programs

Over the next 3 year LCAP cycle, MSA2 plans on continuing to provide fiscal resources as a means of support for our designated and integrated ELD programs resources for the coming school year in alignment with our EL Master Plan, our Director of EL Programs from our

home office and our ELAC committee to ensure that our EL students have the best opportunity to reclassify as fluent English proficient.

Goal 2.5: Support for students with disabilities

Over the next 3 year LCAP cycle, MSA2 plans to continue to employ the 3 SPED paraprofessionals, 4 SPED Education Specialist teachers, 1 school psychologist, and 1 shared social worker to help support our SPED student population and to support all aspects of MTSS learning and support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: 55.0% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 53.7% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 80.9% | 2022-23: (2023 Dashboard) 81.6% | 2022-23: (2023 Dashboard) 70.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 75.68% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 52.08%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 74.47%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 46.72% | 2022-23: 78.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 54.17%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 56.74% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 65.29%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 63.82% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 24.32% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 27.08%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 51.06%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 30.56% | 2022-23: 35.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 25.00%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 72.34% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 44.68%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 60.33% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 61.2% | 2020-21: 45.8% | 2021-22: 68.0% | 2022-23: 84.6% | 2022-23: 65.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 36.1% | 2020-21: 55.3% | 2021-22: 39.0% | 2022-23: 17.0% | 2022-23: 50.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 57.5% | 2021-22: (As of 5/13/22) 75.6% | 2021-22: (2022 Dashboard) 73.2%<br><br>2022-23: (As of 5/12/23) 85.1% | 2022-23: (As of 1/22/24) 65.9% | 2022-23: (2023 Dashboard) 60.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 92.1% | 2020-21: 92.3%<br><br>2021-22: (As of 5/13/22) 97.6% | 2021-22: (CDE DataQuest) 97.4%<br><br>2022-23: (As of 5/12/23) 97.9% | 2022-23 (CDE DataQuest): 95.7% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 29.3% | 2021-22: (As of 5/13/22) 34.1% | 2021-22: (CDE DataQuest) 33.3%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23 (CDE DataQuest): 2.1% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 31.7% | 2021-22: (As of 5/13/22) 46.3% | 2021-22: (CDE DataQuest) 48.7%<br><br>2022-23: (As of 5/12/23) 55.3% | 2022-23 (CDE DataQuest): 55.3% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 58.5% | 2021-22: (As of 5/13/22) 51.2% | 2022-23: (As of 5/12/23) 42.6% | 2023-24: (As of 5/20/24) 47.7% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 95.0% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 98.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 71.0% | 2021-22: (As of 5/13/22) 66% | 2022-23: (As of 5/12/23) 91.0% | 2023-24: (As of 5/20/24) 82.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 55.6% | Class of 2019 data is not available. | Class of 2019: 47.6% Class of 2020: 47.4% | Class of 2021: 51.2% | Class of 2021: 70.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 20% | 2021-22: (As of 5/13/22) 23% | 2022-23: (As of 5/12/23) 22% | 2023-24: (As of 5/20/24) 14% | 2023-24: 20% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3.1: College/Career readiness programs and activities

MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College

Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization.

At Magnolia Science Academy-2, during the 2023-24 school year, the school has 93% socioeconomically disadvantaged students, 90.2% Hispanic / Latinx, 20.3% students with disabilities, 14.5% English Learners.

As was stated in the previous response, MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization. MSA2's College Counselor serves as the school's Advanced Placement Coordinator and meets regularly with high school students in partnership with the Dean of Academics and Assistant Principal to support students in ensuring they meet their A-G high school graduation requirements.

MSA2's College Counselor meets with each 12th grade student individually along with their parents to support them in applying for university, college and/or trade school admissions. In addition, MSA2's College Counselor ensures that each student is able to complete their FAFSA applications as well as their CADAA applications for eligible graduating students in order to have the best financial support resources for students of all demographic and socioeconomic backgrounds.

MSA2's College Counselor has been instrumental in increasing all of MSA2's high school guidance point indicators. MSA2's college preparedness data across a variety of measures has been historically competitive when compared with the rates across LAUSD, LACOE, and the State. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate.  Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%.  Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

Goal 3.2: STEAM and GATE programs

MSA2 has utilized funds related to this action in order to support the school's STEAM, GATE and advanced / honors student pathway. Subsequently, MSA2 has spent funds on providing additional resources in science classrooms, supplies which will be utilized during the STEAM Expo, supplies for student science experiments, after school STEAM club support, Saturday School STEAM activities.

Goal 3.3: Digital literacy and citizenship programs

This fiscal resource at MSA2 is utilized to provide the school's salary and benefit for the school's computer teacher who also serves as the assistant to the IT Manager.  Moreover, MSA2's computer teacher provides Robotics clubs after school as well where he works with students on VEX robotics where students learn essential engineering and programming skills. The computer teacher holds both computer courses for middle school and high school students. Beyond these expenses, this fiscal resource also provides for the purchase of select online educational software to support student learning.

Goal 3.4: Physical education, activity, and fitness

MSA2 utilizes this fiscal resources to provide the salary and benefits for the school's PE teacher who serves students in grades 6-8 in classes which meet a minimum of 3 days per week. Further, the PE teacher serves high school students in grades 9 and 10 in classes which meet 5 days per week who are not enrolled in other high school CIF sports elective PE classes with their coaches. Finally, this category provides fiscal resources to support our school's PE program in terms of purchasing additional classroom supplies needed for our school PE classes as well as to support our high school CIF sports classes which take place during the instructional school day as well as after school to provide additional resources to the students.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 utilizes this area to provide additional programs and services to the students and school community which can support pupils in aspects which are not included under other action areas. In particular, this action serves in collaboration with MSA2's after school programs and services, which serves in conjunction with Think Together, which provides programming, supervision and services to MSA2 students after school each week day until 6:00 pm as well as for 2 hours daily before school from 7:00 am until the start of the school day at 9:00 am. Another provision related to this goal is the offering by all MSA2 teachers to provide after school tutoring and clubs each week. Some of the clubs offered by MSA2 teachers after school to students include the STEAM club and the jazz band club. The goal of these clubs is to

provide engaging activities at MSA2 which extend beyond the regular school day to motivate students to attend school and create a positive school culture for students and families to interact with.

Further, MSA2 offers the Congressional Award Program for high school students where students are provided with opportunities to attend outdoor educational programs, complete volunteer service, set academic goals, and earn congressional awards with mentor teachers who work with the same group of students each year until high school graduation. During the 2023-24 school year, MSA2 continued to expand opportunities for the school's CAP students. Specifically, 4 students received their Silver Medals during their 12th grade year, and 4 other 12th grade students are awaiting their medals to be approved after submitting their paperwork recently. This year is the first time in around 8 years that an MSA2 student has received a medal from this prestigious program affiliated with the United States Congress. Of the 12th grade students who were in the CAP program, 2 students will be attending UC Berkeley in the upcoming school year and 2 students will be attending UCLA during that time.

During the 2023-24 school year, MSA2 entered its 2nd year of eligibility to participate as a full member in the California Interscholastic Federation (CIF) high school sports program. During the 2022-23 school year, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals. The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year. Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

During the 2023-24 school year, the boys CIF high school volleyball team won the Los Angeles City Championships for Division V. Further the boys CIF high school volleyball team qualified for the California State Championship tournament in 2024. Moreover, the boys CIF high school soccer team advanced to the playoffs in the 2023-24 school year, and the girls CIF high school volleyball team advanced to the playoffs in the same year.

MSA2 continued its music program during the 2023-24 school year for the 2nd year in the school's history. During the 2022-23 school year, MSA2 launched the first music program in the history of the school. During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival. Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford University summer jazz music program during the summer of 2023. During the 2023-24 school, the school band hosted a night at the silver screen live music concert soundtrack performance to cinema footage.

During the 2023-24 school year, MSA2 launched its first school debate team for high school students. The students participated in the Los Angeles Metropolitan Debate League where students competed in numerous competitions which required preparation related to policy debates. Numerous students and teams won prizes during tournaments, including one student winning 2nd place at a debate tournament hosted at University of Southern California (USC).

During the 2023-24 school year, MSA2 was awarded the CalHOPE grant from LACOE in order to provide additional support for MSA2 SEL development for students. MSA2 used these funds to support students in creating original cinematic content to train all students in SEL skills, including conflict mediation, restorative practices, and other overcoming obstacles.

Moreover, Think Together provides opportunities to students which includes drivers education programs for high school students, mentoring programs for middle school and high school students to work together in support of increased student outcomes. Moreover, MSA2 has continued to expand Saturday School program offerings for support student learning, small group interventions outside of regular tutoring sessions, additional learning recovery camps during winter break, Thanksgiving break, and more. Since MSA2's Think Together program is funded based upon enrollment and attendance numbers, there is no maximum capacity for student participation in these events and clubs as the program coordinators have the flexibility to hire new staff to support increased demand. Further, our programs provide field trips to students to enrich their educational experiences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3.1: College/Career readiness programs and activities

MSA2 budgeted $155,826 to support college/career readiness programs and activities during the 2023-24 academic year, but by the end of the school year, MSA2 will have spent all of these fiscal resources at $155,826.

Goal 3 Action 1
Budgeted: $155,826
Actual: $155,826
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.2: STEAM and GATE programs

MSA2 budgeted $4,491 to support STEAM and GATE programs during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent all of these fiscal resources at $4,491.

Goal 3 Action 2
Budgeted: $4,491
Actual: $4,491
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.3: Digital literacy and citizenship programs

MSA2 budgeted $128,147 to support digital literacy and citizenship programs during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent nearly 100% of these fiscal resources at $121,643.  The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $128,147
Actual: $121,643
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.4: Physical education, activity, and fitness

MSA2 budgeted $229,755 to support physical education, activity, and fitness during the 2023-24 academic year, and by the end of the school year, MSA2 have spent nearly all of than these allocated fiscal resources at $227,556. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $229,755
Actual: $227,556
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 budgeted $586,284 to support additional programs and activities that support well-rounded education during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent nearly all of these allocated fiscal resources at $583,311.  The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $586,284
Actual: $583,311
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3.1: College/Career readiness programs and activities

Over the 3 year LCAP cycle, MSA2's data with regard to the school's college/career readiness programs and activities, including having historically competitive rates when compared with the rates across LAUSD, LACOE, and the State indicates that the specific actions have been effective in making progress toward this goal. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

MSA2's success in being named a 2024 California Distinguished School highlights MSA2's effective actions in this action.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%.  This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.  Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math.  This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of EL students.  Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students.  An additional challenge is that the SPED student

results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further,  41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science.  This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.


Goal 3.2: STEAM and GATE programs

Over this 3 the year LCAP cycle, MSA2's success with regard to the school's STEAM and GATE programs, including having historically competitive programs over multiple consecutive years in VEX EDR and VEX IQ Robotics as well as in RAD Drones by qualifying for the US National Championship multiple years in a row and qualifying for the World Championships for the RAD Drones in Spring 2020, although the Covid-19 pandemic led to the World Championship tournament being cancelled. Despite these previous successes, MSA2 has brought back VEX robotics as a club at school for middle school and high school students to prepare the students to have success during the upcoming school years and compete in tournaments again.

Further, during this 3 year LCAP cycle, MSA2 continued its music program during the 2023-24 school year for the 2nd year in the school's history.  During the 2022-23 school year, MSA2 launched the first music program in the history of the school.  During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival.  Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford University summer jazz music program during the summer of 2023.  During the 2023-24 school, the school band hosted a night at the silver screen live music concert soundtrack performance to cinema footage.

Moreover, during the 2022-23 school year, MSA2 was selected by Kaiser Permanente to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers. MSA2 students who enrolled in the Hippocrates Circle Program had opportunities to interact with practicing physicians that may reflect their own personal experience and diverse background.  Through collaboration with medical schools, physicians from Permanente Medical Group, and Kaiser Permanente Community Health sponsorship, the Hippocrates Circle Program helped MSA2 students strengthen the self-esteem of young people and empower them to pursue their goal to become a physician.

Over this 3 year LCAP cycle, MSA2 students continued to create STEAM projects for the MPS STEAM Expo as well as for the schools STEAM Festival each year.  Further, MSA2 students have continued to participate in the LACOE History Day competitions where they have

qualified for significant honors, and have participated in advanced math competitions.  Over the current LCAP cycle, MSA2 students have won distinctions including the Amazon Future Engineer scholarship, have been awarded College Board distinctions, and have participated in Stanford University's Pre-Collegiate College Level Online Math program where they have been able to concurrently enroll in Stanford math courses while they are still in high school.

Goal 3.3: Digital literacy and citizenship programs

Over the past 3 years, MSA2 has continued to have an IT Manager which is shared with MSA7 60% for MSA2 and 40% for MSA7 in terms of time on campus and budget. This was a change from the previous 50% which MSA2 had for the IT Manager which provides an additional 2 full days per month on campus to support areas of need.  Further, over the past 3 years, MSA2's computer teacher has provided support to students in the computer classes, including AP Java Computer.  Moreover, MSA2 received an award during the 2021-22 school year from the College Board related to having a successful rate of female students passing the AP Computer exam.

Goal 3.4: Physical education, activity, and fitness

During this LCAP cycle, MSA2's physical education and fitness programs have improved over the past 3 years due to adding more opportunities for competitive sports before and after school. In particular, MSA2 rented One Generation on 4 days per week throughout the past 3 school years to support middle school and high school soccer for boys and girls as well as for flag football. Further, we rented the Hansen Dam for high school boys and girls cross country competitions and increased our budget to support these additional activities which support wellness outside of the general academic coursework.

As was previously stated, during the 2023-24 school year, MSA2 entered its 2nd year of eligibility to participate as a full member in the California Interscholastic Federation (CIF) high school sports program.  During the 2022-23 school year, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals.  The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year.  Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

During the 2023-24 school year, the boys CIF high school volleyball team won the Los Angeles City Championships for Division V. Further the boys CIF high school volleyball team qualified for the California State Championship tournament in 2024.  Moreover, the boys CIF high school soccer team advanced to the playoffs in the 2023-24 school year, and the girls CIF high school volleyball team advanced to the playoffs in the same year.

Goal 3.5: Additional programs and activities that support well-rounded education

Over the 3 year LCAP cycle, MSA2's additional programs and activities that support well-rounded education which have been supported with various funding sources which have been effective in supporting student learning, as demonstrated by the MAP growth across math and English during the school year for general education, SPED and EL students through the additional support of such programs.  Being awarded the 2024 California Distinguished School award further emphasizes the success of these collective efforts related to this action.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3.1: College/Career readiness programs and activities

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's college/career readiness programs and activities.

Goal 3.2: STEAM and GATE programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's STEAM and GATE programs. Further, MSA2 plans to spend more funds during the upcoming school year to participate in the VEX IQ and VEX EDR robotics programs as well as in the RAD Drones program which we had done during previous school years which will provide additional STEAM activities to students.

Goal 3.3: Digital literacy and citizenship programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's digital literacy and citizenship programs.

Goal 3.4: Physical education, activity, and fitness

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's Physical education, activity, and fitness. MSA2 will continue building upon its success in the California Interscholastic Federation (CIF) high school sports league as a full member during the upcoming school years so we plan to provide increased fiscal resources to support this growing program to help students meet their physical education and fitness goals.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 will utilize additional fiscal resources during the upcoming year to continue expanding our before school program. This will provide an additional opportunity to collaborate with Think Together to provide expanded services and programs during the morning time.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 4 | 2021-22: (As of 5/13/22) 4 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 32 | 2021-22: (As of 5/13/22) 22 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 8 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 31 | 2021-22: (As of 5/13/22) 27 | 2022-23: (As of 5/12/23) 35 | 2023-24: (As of 5/20/24) 45 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 22.1% | 2021-22: (As of 5/13/22) 16.6% | 2022-23: (As of 5/12/23) 26.1% | 2023-24: (As of 5/20/24) 4.4% | 2023-24: 25.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 98.08% | 2021-22: (P-2 ADA) 91.4% | 2022-23: (P-2 ADA) 93.33% | 2023-24: (P-2 ADA) 93.3% | 2023-24: 97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 3.9% | 2021-22: (As of 5/13/22) 6.0% | 2021-22: (2022 Dashboard) 27.3%<br><br>2022-23: (As of 5/12/23) 20.9% | 2022-23: (2023 Dashboard) 21.3%<br><br>2023-24: (As of 5/31/24) 20.7% | 2022-23: (2023 Dashboard) 5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) 0.0% | 2021-22: (As of 5/13/22) 0% | 2022-23: (As of 5/12/23) 0% | 2023-24: (As of 6/3/24) 0.0% | 2023-24: 0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20: 5.0% | 2020-21: 0.0% | 2021-22: (CDE DataQuest) 0.00%<br><br>2022-23: | 2022-23: (CDE DataQuest) 0.00% | 2022-23: (CDE DataQuest) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.00% | 2023-24: (As of 6/3/24) 0.0% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 95.0% | 2020-21: (2021 Dashboard) 93.2% | 2021-22: (2022 Dashboard) 100.0%<br><br>2022-23: (As of 5/12/23) 100.0% | 2022-23: (2023 Dashboard) 95.9% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 0.4% | 2021-22: (2022 Dashboard) 0.4%<br><br>2022-23: (As of 5/12/23) 0.2% | 2022-23: (2023 Dashboard) 0.00%<br><br>2023-24: (As of 5/31/24) 0.5% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.19% | 2021-22: (CDE DataQuest) 0.19%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 95.1% Families: 91.8% Staff: 100.0% | 2021-22: Students: 98% Families: 86.3% Staff: 100% | 2022-23: Students: 98.6% Families: 99.3% Staff: 100.0% | 2023-24: Students: 100.0% Families: 100.0% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 76% Families: 98% Staff: 94% | 2021-22: Students: 73% Families: 97% Staff: 85% | 2022-23: Students: 70.0% Families: 98.0% Staff: 87.0% | 2023-24: Students: 57.0% Families: 90.0% Staff: 69.0% | 2023-24: Students: 75% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 85% | 2021-22: (Spring 2021 to Fall 2021) 90% | 2022-23: (Spring 2022 to Fall 2022) 83.0% | 2023-24: (Spring 2023 to Fall 2023) 86.46% | 2023-24: (Spring 2023 to Fall 2023) 85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4.1: Seeking family input for decision making

MSA2 continues to hold periodic meetings to gather input from our families, including, Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Along with ELAC, MSA2's committees provide for representation of at-promise students (low income, English learners, foster youth, etc.). MSA2's feedback during CAC, ELAC and other meetings provide valuable input for the LCAP. MSA2 also holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, MSA2 continues to conduct parent surveys to seek feedback on school improvement.

Goal 4.2: Building partnerships with families for student outcomes

MSA-2 holds a variety of events, meetings and committees which provide significant opportunities for parent and family involvement in our school community decision-making process. In particular, this process has been supported by our school's PACE Coordinator who hosts weekly Coffee with the Principal meetings on Fridays where topics of interest which are relevant to families are shared, including health and wellness, academic achievement, UC / CSU graduation requirements, and more. Further, MSA-2 hosts PTF, Community Advisory Council (CAC), Title I meetings, ELAC meetings with parents as members of each committee who have the ability to vote upon important plans including the School Safety Plan, LCAP, and more.  During the 2022-23 school year, MSA2 launched the Community Schools Coordinator (CSC) position who began working in partnership with the PACE coordinator to provide outside resources to the school community.  During the 2023-24 school year, MSA2 continued with both the CSC and PACE positions working in collaboration to support MSA2 students, families and the community.  The families and parents are equal partners in the decision-making process where they are invited to share their

feedback related to school budgetary and programmatic decisions which impact the quality of the education which their children receive at MSA-2.

Moreover, MSA-2 hosts events for parents and families, including Parent Bridge educational programs which provide support related and training to parents and families in areas including technology literacy and English language development. Beyond this, parents and family members are invited to attend workshops at MSA-2 where they receive information and support related to the necessary steps which they should take to best prepare their children to be successful in college and universities. MSA-2 administration and staff provide home visits to MSA-2 families each year where families are visited to provide their perspectives and feedback related to school programs which can best support their children. Also, our PTF program includes parent members who serve as volunteers to plan events, such as school dances, and cultural festivals including the Day of the Dead event.

MSA-2 is committed to continually growing and improving as an organization in order to best support the needs of all of our students. Because we are committed to the idea that we are most effective at growing in our ability to support our students when we make decisions based on all available data, including the observations of all educational partners, we have a variety of systems in place to ensure that staff, students and families have ample opportunities to participate in school planning processes through brainstorming and revision sessions in staff meetings, committee meetings, and a variety of student leadership groups and other forums. Home office leaders, including the CEO, CAO, COO,CXO, the Director of HR, and other chiefs, directors, and coordinators have made an effort to visit our campus and discuss MPS' broader vision with the staff. Teachers report that one of the major benefits of teaching at MSA-2 is the substantial professional autonomy that teachers are afforded to plan curriculum and instruction in ways that they, as professionals, know best meet the needs of their students.

MSA-2 implements numerous strategies and processes for the regular involvement of all educational partners in the learning and teaching of all students. As effective collaboration starts with effective communication, our school community chose an effective and dependable program called ParentSquare in order to reach our whole community for our major and minor communications. The program allows our school to send out mass communications to our communities through their preferred devices and their preferred languages. In addition to sending mass messages, teachers also are able to use this platform to communicate with students and parents easily.

MSA2 utilizes funds in this area to provide ParentSquare access to all stakeholders, provide Parent Education Bridge programs, pay for the salary as well as benefits of our Parent and Community Engagement (PACE) Coordinator, and other important resources. MSA2's additional expenditures included in this action include Infinite Campus SIS fees, SchoolMint software fees, home-visit compensation for MSA2 staff who visit students' homes, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff during the Spring 2024 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the

school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff analyzes survey results to identify greatest progress and needs in order to inform our next steps. We also conduct student SEL check-ins through the Kelvin platform. We share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern.

MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Student Council leadership team in partnership with our School Psychologist, School Social Worker, and Assistant Principal of Student Services. The original student curriculum is filmed to be viewed during homeroom and Advisory each month. This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a Gold medal from the State of CA in 2023 for our school's PBIS program.

MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. MSA2's full-time psychologist provides mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 refers students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

MSA2 continues to hold meetings with the Academic MTSS Committee along with our Assistant Principal of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, myON for reading growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills. All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and support related to academic performance with the MTSS Academic Committee.

Goal 4.4: Annual stakeholder surveys

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff: Climate of Support for Academic Learning; Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness). As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. MSA2's expenditures associated with this action include Panorama Education survey fees.

Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Some outside partnerships of MSA2 include Care Solace which MSA2 uses to refer students and families for outside mental health support.

MSA2 partners with Insight Treatment to provide mental health counseling services and substance treatment to students in need, as well as provides training to students and parents to help educate about the dangers of substance use.

MSA2 partners with One Generation to host sporting events, practices and community events in their space.

MSA2 partners with Kaiser Permanente to give MSA2 middle school students the opportunity to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students  to physician careers.

MSA2 partners with Stanford University's Pre-Collegiate College Level Online Math program in order to support students in concurrently enrolling in Stanford University math courses while they are still in high school.

MSA2 partners with Think Together to run MSA2's before and after school programs on campus that provide additional enrichment and support to students.

MSA2 partners with Los Angeles Valley College and Pierce College to provide dual enrollment college courses to high school students.

MSA2 partners with the Los Angeles Metropolitan Debate League to provide students in high school with the opportunity to compete in debate tournaments with other high school students.

MSA2 partners with Los Angeles County Office of Education (LACOE) in providing the SEL CalHOPE Grant to MSA2 to develop increased opportunities for MSA2 students to receive SEL educational exposure and support.

MSA2 partners with FIYA for middle school sports as an organized manner for students to compete with other schools in the region.

MSA2 partners with California Interscholastic Federation (CIF) for high school students to participate in organized and competitive sports leagues across the region and State of California.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4.1: Seeking family input for decision making

MSA2 did not budget any funds to support seeking family input for decision making during the 2023-24 academic year.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.2: Building partnerships with families for student outcomes

MSA2 budgeted $385,241 funds to support seeking family input for decision making during the 2023-24 academic year, and by the end of the school year, MSA2 had spent nearly all of these funds at $376,240. Despite not spending all of the budgeted resources related to this category, the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.  MSA2 received additional support from Think Together in providing support for building partnerships with families for student outcomes which did not have a fiscal impact on MSA2 since Think Together operates their own budget.  The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $385,241
Actual: $376,240
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.3: MTSS - PBIS and SEL support

MSA2 budgeted $635,239 funds to support MTSS - PBIS and SEL support during the 2023-24 academic year, and by the end of the school year, MSA2 had spent all of these funds at $635,239.  The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3
Budgeted: $635,239
Actual: $635,239
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.4: Annual stakeholder surveys

MSA2 budgeted $2,200 funds to support annual stakeholder surveys during the 2023-24 academic year, and by the end of the school year, MSA2 had spent 100% of the $2,200 of budgeted fiscal resources. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $2,200
Actual: $2,200
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. MSA2 budgeted $271,911 funds to support community outreach and partnerships during the 2023-24 academic year, and by the end of the school year, MSA2 had spent more than the budgeted amount totaling $288,197. The $16,286 spent above the budgeted amount for this action was related to helping provide more opportunities for students and families in the school and relates to the feedback from student, family and staff surveys requesting more programs, services and partnerships to improve the quality of the school. While the projected expenses are above the budgeted amount, all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $271,911
Actual: $288,197
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4.1: Seeking family input for decision making

Over this 3 year LCAP cycle, MSA2 utilized a variety of different opportunities to seek family input for decision making during each of the years from 2021-22 through 2023-24. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 utilized a variety of different opportunities to build partnerships with families for student outcomes over this 3 year LCAP from 2021-22 through 2023-24. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2 over these 3 years. In addition, this is evidenced by the NWEA MAP student growth in math and English for the general education population as well as for SPED and EL students during the current academic year as well as the noteworthy growth in reading demonstrated through myON over this time.

Specifically, MSA2's academic performance data during the pre-Covid-19 pandemic, during the pandemic, as well as since the pandemic ended have shown continuous growth and improvement across nearly all student groups in ELA and math. In particular, MAP growth data during the last school year demonstrates target growth levels being met in ELA and math at significant rates. Further, online program usage demonstrates improvements over time in terms of the topics showing proficiency and mastery across IXL, ALEKS, myON, Flocabulary, and more. In addition, MSA2 continues to meet and exceed the recommended benchmarks for a majority of IXL goals for student usage, teacher usage, and content mastery.

As was stated previously, over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading. 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met

their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.
Goal 4.3: MTSS - PBIS and SEL support

Over the past 3 years of the LCAP cycle, MSA2 has continued to partner with LACOE with the school's PBIS program for multiple consecutive years to provide training and support to the school related to this important practice. Further, MSA2 received its PBIS Gold

medal from the California PBIS recognition program in 2023.

Over the past 3 years of this LCAP cycle, MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff, including the most recent survey from the Spring 2024 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff analyzes survey results to identify greatest progress and needs in order to inform our next steps. We also conduct student SEL check-ins through the Kelvin platform. We share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern.

Over the past 3 years, MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Student Council leadership team in partnership with our School Psychologist, School Social Worker, and Assistant Principal of Student Services. The original student curriculum is filmed to be viewed during homeroom and Advisory each month. This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a Gold medal from the State of CA in 2023 for our school's PBIS program.

MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. Over the past 3 years of this LCAP cycle, MSA2's full-time psychologist has continued to provide mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 has continued to refer students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

During the last 3 years of this LCAP cycle, MSA2 has continued to hold meetings with the Academic MTSS Committee along with our Assistant Principal of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, myON for reading growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills. All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and support related to academic performance with the MTSS Academic Committee.

Goal 4.4: Annual stakeholder surveys

MSA2 has utilized the annual stakeholder survey over the past 3 years of the LCAP cycle which was effective in providing data during the 2021-22 through 2023-24 school years from various educational partners related to various topics.

Our observations on the participation rates from the 2023-24 surveys indicate a high level of engagement from stakeholders, with all three groups - students, families, and staff - achieving 100% participation in the Spring 2024 surveys. This represents a positive trend and demonstrates a strong commitment to providing feedback and contributing to our continuous improvement efforts.

Comparing to Spring 2023, we note an increase in participation rates among students (+1.8 percentage points) and families (+0.7 percentage points), while staff participation remained consistent at 100%. This indicates continued enthusiasm and involvement from our educational partners in sharing their perspectives and insights.

Overall, the high participation rates across all groups in the 2023-24 survey reflect a culture of collaboration, transparency, and accountability within our school community. It's encouraging to see such active engagement, and we value the feedback and input provided by all stakeholders as we work together to enhance our educational programs and services.

Reaching 100% participation rate was a collaborative effort. Dividing the groups between specific team members, having consistent follow up, and implementing different strategies, such as calling parents at different times of the day, assisting parents on how to complete the survey, giving incentives, and having a team of staff to follow up with parents during drop off and pick up with flyers with QR codes. These strategies helped with providing easier ways to access the survey.

There has been a noticeable decline in overall satisfaction rates across all three groups - students, families, and staff - when comparing 2023-24 survey responses with those of the 2022-23 school year. Specifically, student satisfaction decreased by 18 percentage points, family satisfaction by 8 percentage points, and staff satisfaction by 18 percentage points.

While there can be multiple factors that resulted in the lower satisfaction rates, some of these factors can be the following:

- We experienced five teacher separations during the first semester for various reasons, leading to the presence of substitute teachers in classrooms for a brief period until we could fill the positions permanently. Some of these educators had been integral members of MSA-2 for several years, and their departure initially affected student morale. The separation and vacancies have impacted both the students and the families, as well as the staff. Although most positions are now filled, establishing new relationships with students and families required a period of adjustment.

- At the beginning of this academic year, we diligently implemented specific policies such as uniforms, attendance, and tardies. While these expectations are necessary, our review of free responses reveals that students harbor varied expectations, often preferring less strict regulations.

- Concerns regarding food quality have been raised by students and families throughout the year. We have actively listened to these concerns and initiated communication with both the food vendor and the School Food Authority (SFA) management firm. While we

have developed action steps to enhance this aspect, it's important to note that implementing changes will be a gradual process. Factors like vendor preferences and necessary facility improvements require careful consideration and specific approvals, which may take some time.

These changes can be attributed, in part, to staffing transitions. The loss of five teachers, particularly those teaching middle and high school, introduced inconsistency in staffing, impacting both student classroom culture and staff dynamics. Historically, the student approval rates have been the lowest among the three groups, however we acknowledge that this is one of our priorities to increase the student approval rates and overall satisfaction. Moving forward, we are implementing targeted strategies such as enhancing student support services, fostering a positive classroom and campus environment, and providing engaging and relevant learning experiences. Additionally, we are focusing on strengthening communication channels between students, teachers, and parents to ensure that student voices are heard and valued in decision-making processes. By prioritizing these initiatives, we aim to create a more inclusive, supportive, and fulfilling educational experience for all students, ultimately leading to improved student approval rates and overall satisfaction.

We've seen significant successes and notable progress in our survey approval rates over the past year, reflecting our commitment to continuous improvement and responsiveness to stakeholder feedback.

In terms of strengths, our family surveys consistently show the highest average approval rates, reaching an impressive 90% in Spring 2024. This indicates strong engagement and satisfaction levels among our families, reflecting their trust and support in our educational programs and initiatives. We are proud of the positive relationships we have built with our families and their confidence in our school community.

While the approval rates for student surveys decreased by 13 percentage points since Spring 2023, we acknowledge this as an area for improvement. We will focus on enhancing student engagement and feedback mechanisms to better address their needs and concerns, ensuring their voices are heard and valued.

Similarly, the approval rates for staff surveys declined by 18 percentage points since Spring 2023, signaling a need for targeted efforts to boost staff morale, address concerns, and foster a positive work environment. We will prioritize staff support, professional development opportunities, and communication channels to strengthen staff engagement and satisfaction.

Moving forward, we plan to implement targeted strategies to address the decline in approval rates for student and staff surveys, such as increased communication and engagement initiatives, tailored support programs, and ongoing professional development opportunities. We remain committed to listening to our stakeholders, addressing their feedback, and striving for excellence in all aspects of our educational community.

When examining student approval rates, we observe that safety was rated the highest, whereas the sense of belonging received the lowest ranking. Delving deeper into the sense of belonging category, we found that the average approval rate stood at 50%, with the lowest approval rate recorded among 7th and 8th graders. Notably, the question "I am happy to be at this school" saw the most significant decrease in approval. This decline correlates with overall school connectedness.

One contributing factor is our school being a school of choice, where parents often wield greater influence over enrollment decisions, leaving

students feeling less empowered in their school selection. This dynamic can foster negative perceptions among students. However, looking ahead, we are committed to taking proactive measures to foster a stronger sense of inclusion and ownership among students. We will actively seek their feedback to implement initiatives that transform our school into a place they genuinely want to attend and are excited about, rather than feeling compelled to do so.

Among the families, safety was also the highest ranked category. Even though the categories had the highest favorable percentages between the three partner groups (families, students, and staff), we can see a decrease in all four categories. Looking into each question closely, we noticed that the biggest decrease in favored responses were from the following two comments: "school staff takes my concern seriously" and "school staff responds to my needs in a timely manner." Going forward, we will conduct a thorough review and analysis of the feedback provided. Based on this analysis, the school can then develop targeted action plans or initiatives aimed at improving communication, responsiveness, and overall satisfaction among families. This may involve enhancing communication channels, implementing protocols for timely response to concerns, providing additional training or resources to staff members, and actively seeking feedback from families to ensure their needs are met effectively.

While safety emerged as the top priority for families and students, it notably ranked the lowest among staff members, marking the most significant decline. The most substantial decreases in percentage were observed in responses to prompts related to disruptive student behavior and the lack of respect shown to staff by students. These findings are concerning but understandable, given the turnover in staff throughout the school year and the presence of many new teachers in classrooms.

In response, we are committed to supporting our teachers and staff by implementing strategic measures. We will restructure our professional development initiatives to focus on enhancing classroom management techniques and fostering positive relationships with students. Additionally, we will introduce a new instructional coach position dedicated to working directly with teachers. This coach will provide targeted guidance and support to help teachers effectively manage classroom dynamics, establish mutual respect, and create a conducive learning environment for all students. These efforts aim to address the challenges identified and strengthen the overall well-being and effectiveness of our teaching staff.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Goal 4.5: Community outreach and partnerships

Over the 3 year cycle of this LCAP, MSA2 continued to grow in its community partnershipsMSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Some outside partnerships of MSA2 include Care Solace which MSA2 uses to refer students and families for outside mental health support. MSA2's partnership was impactful with Insight Treatment to provide mental health counseling services and substance treatment to students in need, as well as providing training to students and parents to help educate about the dangers of substance use. Moreover, MSA2's partnership with One Generation to host sporting events, practices and community events in their space helped MSA2 sports teams have significant outcomes over the last 3 years during this LCAP cycle.

MSA2's partnership with Kaiser Permanente to give MSA2 middle school students the opportunity to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers was inspiring for students take part in during the 2022-23 school year.

MSA2's partnership with Stanford University's Pre-Collegiate College Level Online Math program helped provide new opportunities to support students in concurrently enrolling in Stanford University math courses while they are still in high school.

Over the past 3 years, MSA2 partnership with Think Together is highly valued by students and families in running MSA2's before and after school programs on campus that provide additional enrichment and support to students.

MSA2's partnership with Los Angeles Valley College and Pierce College over the past 3 years to provide dual enrollment college courses to high school students has been leading to increased student outcomes.
MSA2's new partnership with the Los Angeles Metropolitan Debate League during the 2023-24 school year provided students in high school with the opportunity to compete in debate tournaments with other high school students. Numerous MSA2 students won prizes in such tournaments, including one student who won 2nd place at a debate tournament which took place at University of Southern California.

Over the past 2 school years, MSA2 ongoing partnership with Los Angeles County Office of Education (LACOE) has been instrumental in providing the SEL CalHOPE Grant to MSA2 to develop increased opportunities for MSA2 students to receive SEL educational exposure and support.

Over the past 3 years of this LCAP, MSA2's continued partnership with FIYA for middle school sports as an organized manner for students to compete with other schools in the region has helped MSA2 students achieve their health and fitness goals.

Finally, MSA2's partnership with California Interscholastic Federation (CIF) for high school students was indispensable for students to be able to participate in the CIF organized and competitive sports leagues across the region and State of California. This partnership led to students qualifying for the California State Championship across 2 different sports and over the course of 2 different school years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4.1: Seeking family input for decision making

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to seek family input for decision making.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to build partnerships with families for student outcomes.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward MTSS - PBIS and SEL support.

Goal 4.4: Annual stakeholder surveys

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward the annual stakeholder surveys.

Goal 4.5: Community outreach and partnerships

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to provide community outreach and partnerships.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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|---|
| |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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|---|
| |

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

| |
|---|
| |

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

| |
|---|
| |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 2 | David Garner<br>Principal | dgarner@magnoliapublicschools.org<br>(818) 758-0300 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others."

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2 currently has 532 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 90.2% Hispanic / Latino, 2.7% Asian / Pacific Islander, 3.8% White, 3.2% Black / African American, 93% Socioeconomically Disadvantaged, 20.3% Special Education, and 14.5% English Learner population, GATE 9.6% population. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455
Phone: 818-758-0300
Email: dgarner@magnoliapublicschools.org

Our History
Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2008 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

NWEA MAP Math

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the

MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

SBAC Math

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

NWEA MAP Reading

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

SBAC ELA

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year

received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

ELPI

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

CAST

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

College Readiness

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

Similar Schools

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

CA Distinguished Schools

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement

gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

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CHALLENGES

All Students Proficient / Advanced Rates - NWEA MAP ELA and Math

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

All Students Proficient / Advanced Rates - SBAC Math

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

All Students Proficient / Advanced Rates - SBAC ELA

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

EL Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional

support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

SPED Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students. An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Hispanic Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Proficient / Advanced Rates - CAST

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | In order to engage parents as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, parents are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include parents include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Parents on MSA2's PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from parents.<br><br>The Charter School has an approved charter petition with measurable |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays other meetings. The school conducted a family experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our parent stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br><ul><li>Monthly Title I Staff meetings with ELA and math interventionists</li><li>Weekly Coffee with the Principal meetings</li><li>ELAC meetings</li><li>PTF meetings</li><li>Community Advisory Council (CAC) meetings</li><li>Title I meetings</li><li>Weekly Saturday School</li></ul><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom<br>Illuminate<br>Google Forms<br>Panorama Education - survey |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | Home visits |
| Students | In order to engage students as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from students through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, students are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include students include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Students on MSA2's Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for students and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from students.<br><br>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous student activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, Student SEL Committee meetings, and other meetings. The school |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | conducted a family experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our student stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the students for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide students with an opportunity to share their feedback with the school related to their education, as well as to share important information with students. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br><br>• Monthly Title I Staff meetings with ELA and math interventionists<br>• Weekly Coffee with the Principal meetings<br>• Community Advisory Council (CAC) meetings<br>• Title I meetings<br>• Weekly Saturday School<br><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom |
| Teachers | In order to engage teachers as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from teachers through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, teachers are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include teachers include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | Board of Directors meetings. Teachers on MSA2's Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from teachers.<br><br>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous teacher activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, SEL Committee meetings, and other meetings. The school conducted a staff experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our teacher stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the teachers for school improvement who attend home visits. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide teachers with an opportunity to share their feedback with the school related to their education, as well as to share important information with students. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with teacher journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br><ul><li>Weekly Full Staff PD meetings</li><li>Monthly Grade Level meetings</li><li>Monthly SPED meetings</li><li>Monthly MTSS SEL Committee meetings</li><li>Monthly PBIS Committee meetings</li><li>Monthly Student Council meetings</li><li>Monthly MTSS Academic Committee meetings</li><li>Monthly Title I Staff meetings with ELA and math interventionists</li><li>Weekly Coffee with the Principal meetings</li><li>Monthly Department meetings</li><li>Monthly Dual Enrollment / College Programs meetings</li><li>ELAC meetings</li></ul> |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | <ul><li>PTF meetings</li><li>Community Advisory Council (CAC) meetings</li><li>Title I meetings</li><li>Weekly Saturday School</li></ul><br><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom |
| School administrators | In order to engage administrators as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on MSA2's PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

A majority of our administrator stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br>• Weekly Full Staff PD meetings<br>• Monthly Grade Level meetings<br>• Monthly SPED meetings<br>• Weekly Admin meetings<br>• Monthly MTSS SEL Committee meetings<br>• Monthly PBIS Committee meetings<br>• Monthly Student Council meetings<br>• Monthly MTSS Academic Committee meetings<br>• Weekly Leadership meetings with central office<br>• Monthly Title I Staff meetings with ELA and math interventionists<br>• Monthly Office Staff meetings<br>• Weekly Coffee with the Principal meetings |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | <ul><li>Monthly Academic Administrator meetings with central office</li><li>Monthly Student Services Administrator meetings with central office</li><li>Monthly Principal meetings with central office</li><li>Monthly Department meetings</li><li>Monthly Dual Enrollment / College Programs meetings</li><li>ELAC meetings</li><li>PTF meetings</li><li>Community Advisory Council (CAC) meetings</li><li>Title I meetings</li><li>Weekly Saturday School</li></ul><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom<br>Illuminate<br>Google Forms<br>Panorama Education - survey<br>Home visits |
| Other school personnel | In order to engage other personnel as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from other personnel through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, other |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | school personnel are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include other school personnel include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Other school personnel on MSA2's Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for other school personnel and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from other school personnel.<br><br>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous teacher activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, SEL Committee meetings, and other meetings. The school conducted a staff experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our other school personnel stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the other school personnel for school improvement who attend home visits. During the return from distance learning to in-person learning which took place |

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| --- | --- |
| | from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide other school personnel with an opportunity to share their feedback with the school related to their education, as well as to share important information with other school personnel. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with teacher journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br>• Weekly Full Staff PD meetings<br>• Monthly Grade Level meetings<br>• Monthly SPED meetings<br>• Monthly MTSS SEL Committee meetings<br>• Monthly PBIS Committee meetings |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | • Monthly Student Council meetings<br>• Monthly MTSS Academic Committee meetings<br>• Monthly Title I Staff meetings with ELA and math interventionists<br>• Weekly Coffee with the Principal meetings<br>• Monthly Department meetings<br>• Monthly Dual Enrollment / College Programs meetings<br>• ELAC meetings<br>• Community Advisory Council (CAC) meetings<br>• Title I meetings<br>• Weekly Saturday School<br><br><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom |
| SELPA | MPS Home office staff and MSA2 school administrators attend meetings led by SELPA as well as trainings.  Further, SELPA is required to review and provide feedback to various submissions related to SPED students and more.  As such, SELPA feedback is required to be incorporated into all official plans and submissions, where applicable, prior to finalizing and publishing public reports and official accountability documents related to MSA2 each year. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 2

involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on MSA2's PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

A majority of our stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.

In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:

- Weekly Full Staff PD meetings

- Monthly Grade Level meetings
- Monthly SPED meetings
- Weekly Admin meetings
- Monthly MTSS SEL Committee meetings
- Monthly PBIS Committee meetings
- Monthly Student Council meetings
- Monthly MTSS Academic Committee meetings
- Weekly Leadership meetings with central office
- Monthly Title I Staff meetings with ELA and math interventionists
- Monthly Office Staff meetings
- Weekly Coffee with the Principal meetings
- Monthly Academic Administrator meetings with central office
- Monthly Student Services Administrator meetings with central office
- Monthly Principal meetings with central office
- Monthly Department meetings
- Monthly Dual Enrollment / College Programs meetings
- ELAC meetings
- PTF meetings
- Community Advisory Council (CAC) meetings
- Title I meetings
- Weekly Saturday School

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

ParentSquare
Monthly newsletter
School website
Email
Phone calls / voice message
Social media
Google Classroom
Illuminate
Google Forms
Panorama Education - survey
Home visits


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SUGGESTIONS:

Below are the suggestions for improvement that emerged from each survey type (student, family, staff) based on the provided responses:

Student Suggestions:

Improved Food Quality
Dress Code Flexibility
Enhanced Facilities and Resources
More Engaging and Effective Teaching

Family Suggestions:

More Student Activities/Engagement Opportunities
Better Student Supervision
Enforce Consequences for Uniform Violations
Address Bullying Incidents and Promote Kindness
Reduce Reliance on Substitute Teachers
Improve Main Office Communication and Cell Phone Usage Policies

Staff Suggestions:

Improve Facilities and Resources
Enhance School Culture and Cultural Awareness
Ensure Equity and Consistency in Rule Adherence
Enhance School-Wide Communication
Provide Targeted Support for English Learners
Reduce Class Sizes
Manage Cell Phone Use for Better Learning Environments
Revise Behavior Intervention Systems
Offer Professional Development and Diversity Training

Patterns and Areas Needing Attention:

A common theme across all survey types is the desire for a more engaging and supportive learning environment.
Facilities improvement, cultural awareness, equity, and effective communication are recurring themes across family and staff suggestions.
Student suggestions primarily focus on food quality, dress code flexibility, facilities, and teaching methods.
Areas needing close attention include addressing bullying, improving main office communication, reducing substitute teacher reliance, and enhancing behavior intervention systems.
Gaps may exist in the areas of student supervision during lunch, enforcement of uniform policies, and technology usage policies.
Overall, addressing these suggestions and areas of improvement would require a comprehensive approach that involves collaboration

among students, families, staff, and school leadership to create a positive and effective learning environment for everyone.

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NEXT STEPS:

While school culture, facilities, and communication were consistently emphasized across various responses, we will have an action plan to address the mentioned concerns:

Develop a designated assembly area for events like PBIS events and grade-level recognitions.
Collaborate closely with the student council to organize diverse events during and after school hours.
Enhance the PBIS reward system and RAD shop offerings by incorporating items that align with student interests, gathered through direct feedback.
Expand uniform options with varying materials and styles to provide students with more choices.
Partner with a vendor to offer branded merchandise such as Mustang hats, sweaters, and backpacks for purchase.
Enhance shading in the lunch area to create a more inviting and comfortable space for meals and breaks.
Introduce programs, workshops, and assemblies focusing on crucial topics like bullying prevention, cultural awareness, and drug prevention.
Establish a dedicated space serving as a staff and community hub.
Evaluate and refine communication protocols to ensure clear and accessible communication between the school and families.
Revise the bell schedule and supervision plans to enhance support and supervision during nutrition and lunch periods.
Incorporate more team-building activities to foster a stronger sense of community and collaboration.
Restructure professional development opportunities to assist teachers in improving classroom management and creating engaging and culturally relevant lessons.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

| |
|---|
| Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning) |

An explanation of why the LEA has developed this goal.

| |
|---|
| Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment. |

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22:<br>72.5% | | | 2024-25:<br>> 85% | |
| 1.2 | Percentage of students without access to their | 2023-24:<br>0% | | | 2026-27:<br>0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 78% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 93.4% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $29,750.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $484,606.88 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>&bull; Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $22,909 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $2,320,739.51 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $34,000.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $1,286,316.25 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 78% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 55% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 42.73%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 39.81% | | | 2025-26:<br>• All Students: >= 40.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 21.66%<br>• Asian: *<br>• Hispanic: 40.98%<br>• White: 50.0% | | | Disadvantaged: >= 38.00%<br>• Students with Disabilities: >= 20.00%<br>• Hispanic: >= 39.00%<br>• White: >= 45.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 19.3 points below standard<br>• English Learners: 83.5 points below standard<br>• Socioeconomically Disadvantaged: 26.4 points below standard<br>• Students with Disabilities: 65.5 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 10.0 points below standard<br>• English Learners: 70.0 points below standard<br>• Socioeconomically Disadvantaged: 17.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 21.9 points below standard | | | • Students with Disabilities: 56.0 points below standard<br>• Hispanic: 12.0 points below standard<br>• White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 46.9%<br>• English Learners: 40.0%<br>• Socioeconomically Disadvantaged: 48.1%<br>• Students with Disabilities: 41.9%<br>• Hispanic: 47.3%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: -0.40 (CGP: 34th percentile)<br>• English Learners: CGI: 0.60 (CGP: 73rd percentile)<br>• Socioeconomically Disadvantaged: CGI: -0.25 (CGP: 40th percentile)<br>• Students with Disabilities: CGI: -0.30 (CGP: 38th percentile)<br>• Hispanic: CGI: -0.38 (CGP: 35th percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile) <br>• White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 25.66% <br>• English Learners: 2.44% <br>• Socioeconomically Disadvantaged: 22.73% <br>• Students with Disabilities: 13.33% <br>• Asian: * <br>• Hispanic: 25.0% <br>• White: 25.0% | | | 2025-26: <br>• All Students: >= 28.00% <br>• English Learners: >= 7.00% <br>• Socioeconomically Disadvantaged: >= 27.00% <br>• Students with Disabilities: >= 15.00% <br>• Hispanic: >= 28.00% <br>• White: >= 28.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as | 2022-23: (2023 Dashboard) <br>• All Students: 62.9 points | | | 2025-26: (2026 Dashboard) <br>• All Students: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | measured by the CA School Dashboard (Source: CA School Dashboard) | below standard<br>• English Learners: 115.3 points below standard<br>• Socioeconomically Disadvantaged: 70.9 points below standard<br>• Students with Disabilities: 114.7 points below standard<br>• Asian: *<br>• Hispanic: 66.9 points below standard<br>• White: 51.2 points below standard | | | 53.0 points below standard<br>• English Learners: 100.0 points below standard<br>• Socioeconomically Disadvantaged: 61.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Hispanic: 57.0 points below standard<br>• White: 42.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 48.8%<br>• English Learners: 48.5%<br>• Socioeconomically Disadvantaged: 49.6%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 49.9%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.51 (CGP: 69th percentile)<br>• English Learners: CGI: 0.67 (CGP: 75th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.51 | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (CGP: 69th percentile)<br>• Students with Disabilities: CGI: 0.10 (CGP: 54th percentile)<br>• Hispanic: CGI: 0.53 (CGP: 70th percentile)<br>• White: * | | | percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance | 2022-23: (2023 Dashboard)<br>60.0% | | | 2025-26: (2026 Dashboard)<br>>= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | | | | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 25.3% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 24.00% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 20.77% <br>• Students with Disabilities: 7.41% <br>• Hispanic: 20.61% | | | 2025-26: <br>• All Students: >= 25.00% <br>• English Learners: >= 5.00% <br>• Socioeconomically Disadvantaged: >= 22.00% <br>• Students with Disabilities: >= 10.00% <br>• Hispanic: >= 22.00% <br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $1,951,053.76 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional development - other expenses: Resource: Title II; Amount: $25,500<br>• Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: $4,500 | $114,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I; Amount: $14,500<br>• Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $6,180<br>• Educational Software: Resource: Title I; Amount: $45,444<br>• Intervention Teacher & Cert. Admin salary and benefits: Resource: Title I; Amount: $108,395.47 | $963,741.31 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I; Amount: $1,000 | $1,000.00 | Yes |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide | $1,112,802.43 | No |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 2

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 14% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 81.6% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 74.47% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 51.06% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 84.6% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 17.0% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 59.2% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 91.8% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 2.1% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 55.3% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 47.7% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 82% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 51.2% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

| |
|---|
| Not Applicable. |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds:<br>Educational Software: 3010 Title I: $500 | $155,196.82 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I; Amount: $2,000<br>• Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $2,490 | $4,490.00 | Yes |
| 3.3 | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their | $116,828.92 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. | $238,321.70 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $615,391.13 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 8 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 4 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 45 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 4.4% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.3% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 21.3% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 95.9% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 100.0% Families: 100.0% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 57.0% Families: 90.0% Staff: 69.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 65% Families: 95% Staff: 72% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 86.46% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses, technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $373,958.20 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 2

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I; Amount: $17,500<br>• Teacher Salary and Benefits: Resource: Title I; Amount: $12,105 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as | $897,212.38 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: $2,866 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Instructional Materials and Supplies: Resource: Title I; Amount: $3,738<br>• Salary and benefits: Resource: Title I, Part A; Amount: $44,954 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services - 3010 Title I: $2,200 | $2,200.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. | $365,542.89 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 2

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|  |  | Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A |  |  |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| --- | --- |
| $$2,270,993 | $162,442 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
| --- | --- | --- | --- |
| 27.593% | 11.916% | $581,958.47 | 39.509% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul>Goal 4: |

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| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| 2.2 | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

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| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring (Source: NWEA MAP)<br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br><br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br><br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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|  | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

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|  |  |  | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  | **Scope:**<br>    LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>- Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>- Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
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| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-2 will utilize the concentration grant add-on funds ($162,442) in the following manner:

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $8,230,431 | $2,270,993 | 27.593% | 11.916% | 39.509% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $8,304,657.25 | $2,144,425.62 | $146,790.00 | $472,054.31 | $11,067,927.18 | $6,031,216.84 | $5,036,710.34 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $29,750.00 | $29,750.00 | | | | $29,750.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $130,291.99 | $354,314.89 | $437,099.88 | $24,598.00 | | $22,909.00 | $484,606.88 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $192,730.15 | $2,128,009.36 | $2,320,739.51 | | | | $2,320,739.51 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $34,000.00 | $34,000.00 | | | | $34,000.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $1,286,316.25 | $1,275,846.25 | $10,470.00 | | | $1,286,316.25 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,798,053.76 | $153,000.00 | $1,864,839.52 | $86,214.24 | | | $1,951,053.76 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $114,500.00 | $13,500.00 | $71,000.00 | | $30,000.00 | $114,500.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $844,509.59 | $119,231.72 | $600,409.84 | $188,812.00 | | $174,519.47 | $963,741.31 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $1,000.00 | | | | $1,000.00 | $1,000.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $1,002,922.48 | $109,879.95 | $107,538.46 | $943,305.22 | | $61,958.75 | $1,112,802.43 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $144,696.82 | $10,500.00 | $64,212.13 | $90,484.69 | | $500.00 | $155,196.82 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $4,490.00 | | | | $4,490.00 | $4,490.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $116,828.92 | $0.00 | $116,828.92 | | | | $116,828.92 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $117,531.70 | $120,790.00 | $121,531.70 | | $116,790.00 | | $238,321.70 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $208,757.41 | $406,633.72 | $253,639.83 | $331,751.30 | $30,000.00 | | $615,391.13 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $337,838.20 | $36,120.00 | $332,248.20 | $12,105.00 | | $29,605.00 | $373,958.20 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $864,870.38 | $32,342.00 | $682,198.01 | $163,455.77 | | $51,558.60 | $897,212.38 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,200.00 | | | | $2,200.00 | $2,200.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $272,185.44 | $93,357.45 | $50,000.00 | $222,229.40 | | $93,313.49 | $365,542.89 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $8,230,431 | $2,270,993 | 27.593% | 11.916% | 39.509% | $2,268,843.63 | 0.000% | 27.567 % | **Total:** | $2,268,843.63 |
| | | | | | | | | **LEA-wide Total:** | $2,268,843.63 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $34,000.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $13,500.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $600,409.84 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $64,212.13 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $116,828.92 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $121,531.70 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $253,639.83 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $332,248.20 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $682,198.01 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $50,000.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $10,626,292.00 | $10,484,598.14 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $29,750 | $29,750 |
| 1 | 1.2 | Instructional materials and technology | No | $528,190 | $528,190 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $2,243,244 | $2,243,243 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $39,000.00 | $39,000.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $1,376,394 | $1,376,394 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,927,089 | $1,900,384.07 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $114,500 | $114,500.00 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $927,962 | $877,363.53 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $1,000.00 | $1,000.00 |
| 2 | 2.5 | Support for students with disabilities | No | $1,040,068 | $980,067.51 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $155,826 | $155,826.44 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $4,491.00 | $4,491.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $128,147 | $121,643.33 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $229,755 | $227,556.65 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $586,285 | $583,311.35 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $385,241 | $376,240.73 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $635,239 | $635,239.48 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,200 | $2,200.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $271,911 | $288,197.05 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,050,302 | $1,369,172.78 | $1,468,343.53 | ($99,170.75) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $39,000.00 | $39,000 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $13,500.00 | $13,500 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $200,439.48 | $310,227.71 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $98,581.79 | $10,000 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.00 | $1.00 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $121,654.04 | $32,000 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $208,414.81 | $105,000 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $391,415.23 | $334,530.73 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $243,966.43 | $510,816.52 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,200.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $50,000.00 | $113,267.57 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,883,809 | $2,050,302 | 0.00% | 41.982% | $1,468,343.53 | 0.000% | 30.066% | $581,958.47 | 11.916% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o  Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o  Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  ▪  **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

CDS Code: 19-10199-0115030

School Year: 2024-25

LEA contact information:

Zekeriya Ocel

Principal

zocel@magnoliapublicschools.org

(310) 637-3806

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year



**Projected Revenue by Fund Source**

Total LCFF funds $5,345,869 76 %

All other state funds, $1,410,983 , 20%

All federal funds, $281,591 , 4%

All local funds, $33,068 , 0%

LCFF supplemental & concentration grants, $1,032,197 , 15%

All Other LCFF funds, $4,313,672 , 61%

This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is $7,071,511, of which $5,345,869 is Local Control Funding Formula (LCFF), $1,410,983 is other state funds, $33,068 is local funds, and $281,591 is federal funds. Of the $5,345,869 in LCFF Funds, $1,032,197 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,988,202

Total Budgeted Expenditures in the LCAP $6,988,202

This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend $6,988,201.58 for the 2024-25 school year. Of that amount, $6,988,201.58 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-3 is projecting it will receive $1,032,197 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy-3 plans to spend $1,546,695.37 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,562,353

☐ Actual Expenditures for High Needs Students in LCAP — $1,287,489

$ 0     $ 500,000     $ 1,000,000     $ 1,500,000     $ 2,000,000

This chart compares what Magnolia Science Academy-3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-3's LCAP budgeted $1,562,353.28 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent $1,287,489.44 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-274,863.8,400,000,001 had the following impact on Magnolia Science Academy-3's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 3 used state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-3 | Zekeriya Ocel<br>Principal | zocel@magnoliapublicschools.org<br>(310) 637-3806 |

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# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 3 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 83.0% | 2021-22: (Spring 2021 to Fall 2021) 82% | 2022-23: (Fall 2021 to Fall 2022) 68% This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 74% | 2023-24: (Fall 2022 to Fall 2023) 85.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.5% | 2021-22: (As of 5/12/22) 95.8% | 2022-23: (As of 5/12/23) 93.8% | 2023-24: (As of 12/15/23) 93.7% | 2023-24: 96.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-3's teacher retention rate has improved by approximately 6% from the previous year (2022-2023). However, it remains significantly lower than the rates in the 2021-2022 and 2020-2021 school years. One of our main challenges is finding qualified teachers. Consequently, we have increasingly relied on teachers with permits or waivers. These teachers require additional training and support to prevent burnout, which, in turn, demands more administrative time for coaching and support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $25,970
Actual: $25,970

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $527,813
Actual: $529,283
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $589,897
Actual: $601,367
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $18,020
Actual: $18,020
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $934,229
Actual: $934,229
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Misassignments and Teacher Vacancies: Despite having no misassignments or vacant teacher positions in the first three years, the 2023-24 year saw 3 instances. This deviation indicates a need for further attention in ensuring fully credentialed teachers are available.

Access to Instructional Materials: This goal was consistently met with 0% of students without access to instructional materials throughout all years, including the target for 2023-24.

Facilities Maintenance: The goal of maintaining facilities to meet the "good repair" standard was successfully achieved with no instances reported across all years.

Teacher Retention Rate: There was a noticeable decline in teacher retention from 83% in 2020-21 to 68% in 2022-23, with a slight improvement to 74% in 2023-24, still below the target of 85%. This suggests challenges in retaining qualified teachers.

Teacher Attendance Rate: The attendance rate declined from 98.5% in 2020-21 to 93.7% in 2023-24, not meeting the target of 96%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

MSA-3 will address the misassignments and teacher vacancies by enhancing recruitment strategies.

MSA-3 will Implement measures to improve teacher retention and attendance, possibly through additional support and professional development to reduce burnout.

MSA-3 will continue the success in providing students with access to instructional materials and maintaining facilities in good repair.

The analysis reveals that while Magnolia Science Academy-3 met several targets related to providing high-quality learning environments, there are areas, particularly in teacher retention and attendance, that require focused efforts to improve. The consistent achievement in providing instructional materials and maintaining facilities demonstrates strong foundational support for academic success. The deviations in misassignments and vacancies in the latest year call for strategic adjustments to ensure all educational staff meet the required credentials

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 85% | 2021-22: (As of 5/13/22) 90% | 2022-23: (As of 5/12/23) 80% | 2023-24: (As of 5/24/24) 85% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 79% | 2021-22: (As of 5/13/22) 41% | 2022-23: (As of 5/12/23) 83% | 2023-24: (As of 5/24/24) 69% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 74% | 2021-22: (First semester) 85% | 2022-23: (First semester) 82% | 2023-24: (First semester) 79% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 67.3 | 2021-22: (As of 5/13/22) 61.6 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 70.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 35.67%<br>• English Learners: 5.88%<br>• Socioeconomically Disadvantaged: 39.75%<br>• Students with Disabilities: ?%<br>• African American: 31.65%<br>• Hispanic: 39.74% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 33.18%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 33.13%<br>• Students with Disabilities: 5.88%<br>• African American: 25.3%<br>• Hispanic: 37.29%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2022-23:<br>• All Students: 32.66%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 33.08%<br>• Students with Disabilities: 17.39%<br>• African American: 29.49%<br>• Asian: *<br>• Hispanic: 32.74%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 38.34% | 2022-23:<br>• All Students: 39.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 42.00%<br>• Students with Disabilities: 12.00%<br>• African American: 37.0%<br>• Hispanic: 42.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • All Students: 38.55%<br>• English Learners: 0.00%<br>• Students with Disabilities: 13.33%<br>• Hispanic: 44.00%<br>• White: 66.67%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• All Students: 39.50% | students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 40.31%<br>• English Learners: 0.00%<br>• Students with Disabilities: 20.83%<br>• Hispanic: 39.64%<br>• White: 0.00%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 39.92% | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 40.6 points below standard<br>• English Learners: | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard)<br>• All Students: 43.5 points below standard<br>• English Learners: | 2022-23: (2023 Dashboard)<br>• All Students: 40.2 points below standard<br>• English Learners: | 2022-23: (2023 Dashboard)<br>• All Students: 34.0 points below standard<br>• English Learners: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 87.6 points below standard<br>• Socioeconomically Disadvantaged: 37.4 points below standard<br>• Students with Disabilities: 139.3 points below standard<br>• Homeless: 31.9 points below standard<br>• African American: 47.6 points below standard<br>• Hispanic: 34.1 points below standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 60.1%<br>• English Learners: 76.9%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 65.0%<br>• White: N/A | 95.7 points below standard<br>• Socioeconomically Disadvantaged: 47.5 points below standard<br>• Students with Disabilities: 128.1 points below standard<br>• African American: 70.0 points above standard<br>• Hispanic: 32.4 points below standard | 117.8 points below standard<br>• Socioeconomically Disadvantaged: 41.8 points below standard<br>• Students with Disabilities: 119.4 points below standard<br>• African American: 37.9 points below standard<br>• Hispanic: 47.6 points below standard<br>• White: * | 76.0 points below standard<br>• Socioeconomically Disadvantaged: 30.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Homeless: 24.0 points below standard<br>• African American: 40.0 points below standard<br>• Hispanic: 27.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 50.2%<br>• English Learners: 60.0% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 60.1% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 58.5% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 61.3% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 49.1%<br>• Students with Disabilities: 59.4%<br>• African American: 50.0%<br>• Hispanic: 50.9% | • English Learners: 76.9%<br>• Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 50.0%<br>• African American: 51.4%<br>• Hispanic: 65.0% | • English Learners: 60.00%<br>• Socioeconomically Disadvantaged: 56.2%<br>• Students with Disabilities: 60.00%<br>• African American: 62.3%<br>• Hispanic: 56.1% | • English Learners: 69.2%<br>• Socioeconomically Disadvantaged: 66.2%<br>• Students with Disabilities: 48.8%<br>• Hispanic: 65.0%<br>• African American: 53.8% | • Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 60.0%<br>• African American: 60.0%<br>• Hispanic: 60.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 17.37%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 18.89%<br>• Students with Disabilities: 0.00%<br>• African American: 12.03%<br>• Hispanic: 21.16% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 | 2021-22:<br>• All Students: 18.44%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 18.56%<br>• Students with Disabilities: 11.11%<br>• African American: 12.64%<br>• Hispanic: 21.85% | 2022-23:<br>• All Students: 8.50%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 10.45%<br>• Students with Disabilities: 0.00%<br>• African American: 6.41%<br>• Hispanic: 9.64%<br>• White: * | 2022-23:<br>• All Students: 25.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 25.00%<br>• Students with Disabilities: 15.00%<br>• African American: 18.00%<br>• Hispanic: 25.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 15.00%<br>• English Learners: 0.00%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 17.70%<br>• White: 33.33%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 44.13% | We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 17.35%<br>• English Learners: 14.29%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 20.00%<br>• White: 0.00%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23): | IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 43.55% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | • All Students: 47.41% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 89.6 points below standard<br>• English Learners: 129.5 points below standard<br>• Socioeconomically Disadvantaged: 87.1 points below standard<br>• Students with Disabilities: 184.4 points below standard<br>• Homeless: 86.0 points below standard<br>• African American: 99.8 points below standard<br>• Hispanic: 81.0 points | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 60.7%<br>• English Learners: 50.0% | 2021-22: (2022 Dashboard)<br>• All Students: 86.9 points below standard<br>• English Learners: 103.9 points below standard<br>• Socioeconomically Disadvantaged: 88.1 points below standard<br>• Students with Disabilities: 133.1 points below standard<br>• African American: 112.2 points below standard<br>• Hispanic: 74.3 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 109.5 points below standard<br>• English Learners: 156.8 points below standard<br>• Socioeconomically Disadvantaged: 106.8 points below standard<br>• Students with Disabilities: 175.1 points below standard<br>• African American: 120.7 points below standard<br>• Hispanic: 104.2 points below standard<br>• White: * | 2022-23: (2023 Dashboard)<br>• All Students: 81.0 points below standard<br>• English Learners: 110.0 points below standard<br>• Socioeconomically Disadvantaged: 79.0 points below standard<br>• Students with Disabilities: 125.0 points below standard<br>• Homeless: 79.0 points below standard<br>• African American: 90.0 points below standard<br>• Hispanic: 73.0 points |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | below standard | <ul><li>Students with Disabilities: 65.0%</li><li>Hispanic: 64.4%</li><li>White: N/A</li></ul> | | | below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<ul><li>All Students: 49.5%</li><li>English Learners: 50.0%</li><li>Socioeconomically Disadvantaged: 48.0%</li><li>Students with Disabilities: 33.3%</li><li>African American: 43.8%</li><li>Hispanic: 53.3%</li></ul> | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 60.7%</li><li>English Learners: 50.0%</li><li>Socioeconomically Disadvantaged: 61.2%</li><li>Students with Disabilities: 65.0%</li><li>African American: 52.2%</li><li>Hispanic: 64.4%</li></ul> | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 63.1%</li><li>English Learners: 58.8%</li><li>Socioeconomically Disadvantaged: 63.4%</li><li>Students with Disabilities: 65.6%</li><li>African American: 62.5%</li><li>Hispanic: 63.1%</li></ul> | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 55.4%</li><li>English Learners: 64.3%</li><li>Socioeconomically Disadvantaged: 57.6%</li><li>Students with Disabilities: 58.5%</li><li>African American: 46.2%</li><li>Hispanic: 61.8%</li></ul> | 2023-24:<ul><li>All Students: 60.0%</li><li>English Learners: 60.0%</li><li>Socioeconomically Disadvantaged: 60.0%</li><li>Students with Disabilities: 60.0%</li><li>African American: 60.0%</li><li>Hispanic: 60.0%</li></ul> |
| Percentage of ELs who increased at least one English Learner Progress Indicator | 2018-19: (2019 Dashboard) 60.9% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative | 2021-22: (2022 Dashboard) 63.6% | 2022-23: (2023 Dashboard) 68.0% | 2022-23: (2023 Dashboard) 62.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 16.6%<br>• Level 3: 50%<br>• Level 3: 8%<br>• Level 1: 25% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 0% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2021 ELPAC Percentage of Students Level 4: 16.6% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 16.00% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 17.86% | 2023-24: 10.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 10.05%<br>• Socioeconomically Disadvantaged: 12.69% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 14.91%<br>• English Learners: 7.14%<br>• Socioeconomically | 2022-23:<br>• All Students: 8.08%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 8.82% | 2022-23:<br>• All Students: 16.00%<br>• Socioeconomically Disadvantaged: 16.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | <ul><li>Students with Disabilities: 0.00%</li><li>African American: 10.53%</li><li>Hispanic: 8.25%</li></ul> | | <ul><li>Disadvantaged: 14.84%</li><li>Students with Disabilities: 14.29%</li><li>African American: 9.80%</li><li>Hispanic: 17.82%</li></ul> | <ul><li>Students with Disabilities: 0.00%</li><li>Hispanic: 13.79%</li><li>African American: 0.00</li></ul> | <ul><li>Students with Disabilities: 10.00%</li><li>African American: 16.0%</li><li>Hispanic: 16.0%</li></ul> |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-3 effectively supported student groups in Math and ELA. We strategically assigned teachers to support all students, with a focus on those with IEPs and English Language Learners. Initial test results indicate promising improvements in both Math and ELA.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,826,594
Actual: $1,819,164
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $47,183
Actual: $47,183
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $701,622
Actual: $658,234
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $122,288
Actual: $122,288
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $815,927
Actual: $782,747
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of Specific Actions
Percentage of programs and services provided to students:

Analysis: The effectiveness of this action showed variability, with a drop in Year 2 but a recovery in Year 3. While there was an increase initially, the drop indicates some challenges in maintaining consistent program delivery, possibly due to changes in student needs or interest.

Percentage of students with access to programs and services for unduplicated students and individuals with exceptional needs:

Analysis: This action was highly effective, maintaining full access across the three years, indicating strong support and consistency for students with unique needs.

State standards implementation for all students:

Analysis: This action was effective in ensuring all students received instruction aligned with state standards, reflecting strong adherence to educational guidelines.

Completion of classroom observations by administration:
Analysis: The effectiveness was mixed, with significant improvement from Year 1 to Year 2 but a decline in Year 3. This indicates variability in administrative capacity or focus on classroom monitoring.

Percentage of students receiving a grade of "C" or better:
Analysis: This action was effective as the percentage consistently hovered around the desired outcome, showing stable academic performance.


Average Lexile Growth:
Analysis: The decline in Lexile growth led to retiring the metric in favor of a potentially more accurate measure, indicating the original action was less effective.

Percentage of students meeting or exceeding standard on CAASPP-ELA/Literacy:
Analysis: Initial improvements were noted, but overall performance showed variability, suggesting partial effectiveness with room for targeted interventions.

Distance from Standard on CAASPP-ELA/Literacy:
Analysis: Gradual improvements were noted, reflecting moderate effectiveness in closing the achievement gap.

Summary of Effectiveness
Overall, the actions taken under Goal #2 showed varying degrees of effectiveness. Programs and services for unduplicated students and adherence to state standards were consistently effective. However, classroom observations and Lexile growth exhibited fluctuations, indicating areas needing further support and refinement. Academic performance, as measured by grades and standardized tests, showed stability but highlighted the need for ongoing targeted interventions to achieve desired outcomes fully.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Recommendations for Improvement

Enhance administrative support for classroom observations to ensure consistent monitoring and feedback.
Develop new metrics for assessing literacy growth that more accurately reflect student progress.
Continue targeted academic support programs to maintain and improve student performance on standardized tests and grade achievements.
The analysis highlights the areas of success and the need for continued focus on refining and enhancing specific actions to achieve excellence in academic progress fully.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: 38.2% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 58% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 40.8% | 2022-23: (2023 Dashboard) 44.0% | 2022-23: (2023 Dashboard) 60.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 50.98% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 52.00%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 48.0%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 46.36% | 2022-23: 55.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br><ul><li>Grade 11 Students: 52.50%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br><ul><li>Grade 11 Students:60.83%</li></ul> | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br><ul><li>Grade 11 Students: 44.68%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br><ul><li>Grade 11 Students: 49.12%</li></ul> | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 25.49% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 19.61%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 12.00%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br><ul><li>Grade 11 Students: 56.82%</li></ul> | 2022-23: 35.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 26.67%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 72.54% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 34.04%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 68.67% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 35.7% | 2020-21: 37.5% | 2021-22: 25.00% | 2022-23: 11.4% | 2022-23: 50.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 10.9% | 2020-21: data not available | 2021-22: 20.8% | 2022-23: 4.1% | 2022-23: 40.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 15.6% | 2021-22: (As of 5/13/22) 28% | 2021-22: (2022 Dashboard) 26.5%<br><br>2022-23: (As of 5/12/23) 14.3% | 2022-23: (As of 5/20/24) 34.0% | 2022-23: (2023 Dashboard) 30.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 96.2% | 2020-21: 93.2%<br><br>2021-22: (As of 5/13/22) 98% | 2021-22: (CDE DataQuest) 95.8%<br><br>2022-23: (As of 5/12/23) 97.9% | 2022-23 (CDE DataQuest): 95.7% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 13.6% | 2021-22: (As of 5/13/22) 4% | 2021-22: (CDE DataQuest) 4.2%<br><br>2022-23: (As of 5/12/23) 2.1% | 2022-23 (CDE DataQuest): 4.3% | 2022-23 (CDE DataQuest): 20.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 27.3% | 2021-22: (As of 5/13/22) 36% | 2021-22: (CDE DataQuest) 37.5%<br><br>2022-23: (As of 5/12/23) 38.3% | 2022-23 (CDE DataQuest): 38.3% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 59.1% | 2021-22: (As of 5/13/22) 52% | 2022-23: (As of 5/12/23) 40.4% | 2023-24: (As of 5/20/24) 27.3% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 95.0% | 2021-22: (As of 5/13/22) 96% | 2022-23: (As of 5/12/23) 83.0% | 2023-24: (As of 5/20/24) 68.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 68.0% | 2021-22: (As of 5/13/22) 78% | 2022-23: (As of 5/12/23) 57.0% | 2023-24: (As of 5/20/24) 55.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 62.8% | Class of 2019 data is not available. | Class of 2019: 76.1% Class of 2020: 54.7% | Class of 2021: 77.3% | Class of 2021: 75.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 6% | 2021-22: (As of 5/13/22) 4% | 2022-23: (As of 5/12/23) 10% | 2023-24: (As of 5/20/24) 9% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 96% | 2022-23: (As of 5/12/23) 98% | 2023-24: (As of 5/20/24) 94% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 70% | 2021-22: (As of 5/13/22) 72% | 2022-23: (As of 5/12/23) 90% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have transitioned from AP classes to dual enrollment courses to alleviate testing stress on students. Historically, our students found AP tests challenging and stressful. Dual enrollment offers more opportunities by eliminating testing anxiety. As of the 2022-2023 school year, we offered 15 dual enrollment courses. However, since AP courses are still required for LCAP purposes, we plan to adopt AP Spanish for our students in the 2024-2025 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $138,666
Actual: $138,666

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $103,712
Actual: $103,712
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $149,402
Actual: $157,402
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $473,530
Actual: $473,530
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of Specific Actions

Percentage of students earning "Prepared" on the College Career Indicator (CCI):
Analysis: There was notable progress in Year 1, followed by a drop in Year 2. Year 3 showed a slight improvement but still fell short of the desired outcome. This indicates partial effectiveness, with initial actions yielding better results than later years.

Percentage of Grade 11 students meeting or exceeding standard on CAASPP-ELA/Literacy:

Analysis: The effectiveness of this action was mixed. There was a slight increase in Year 1 but a decline in subsequent years, indicating challenges in sustaining progress.

Percentage of Grade 11 students meeting or exceeding standard on CAASPP-Mathematics:
Analysis: The action showed a significant improvement in Year 3, surpassing the desired outcome. Initial years showed a decline, but the sharp increase in Year 3 suggests effective adjustments in instructional strategies.

Percentage of AP exam takers scoring 3 or higher:
Analysis: There was a decline over the three years, indicating the action was ineffective. The shift to dual enrollment courses might have impacted AP performance negatively.

Percentage of seniors passing an AP exam with a score of 3 or higher during high school:
Analysis: The effectiveness was mixed, with a significant increase in Year 2 but a drop in Year 3. The transition to dual enrollment might have contributed to the inconsistent results.

Percentage of seniors completing college coursework with a grade of C- or better:
Analysis: This action showed some initial effectiveness but faced challenges in maintaining the upward trend, indicating partial success.

Percentage of cohort graduates meeting UC/CSU requirements:
Analysis: The action was effective, consistently meeting or exceeding the desired outcome, reflecting strong college readiness support.

Percentage of cohort graduates earning a Seal of Biliteracy:
Analysis: The effectiveness was low, with a significant decline from the baseline, indicating the need for enhanced language support programs.

Percentage of cohort graduates earning a Golden State Seal Merit Diploma:
Analysis: The action was effective, consistently surpassing the desired outcome, indicating strong performance in multiple academic areas.

Summary of Effectiveness
Overall, the actions taken under Goal #3 showed varying degrees of effectiveness. Notable successes were seen in the percentage of graduates meeting UC/CSU requirements and earning the Golden State Seal Merit Diploma, indicating strong academic preparation. However, challenges were evident in maintaining consistent improvements in AP performance and completion of college coursework.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Recommendations for Improvement

Enhance support for AP and dual enrollment courses to balance performance across both metrics.
Increase focus on language programs to improve Seal of Biliteracy attainment.
Continue successful strategies for UC/CSU requirement fulfillment and Golden State Seal Merit Diploma achievements.
The analysis highlights the strengths and areas needing further refinement in the innovative educational approaches at Magnolia Science Academy-3.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 4 | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 3 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 3 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 2 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 7 | 2021-22: (As of 5/13/22) 6 | 2022-23: (As of 5/12/23) 8 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 5 | 2021-22: (As of 5/13/22) 6 | 2022-23: (As of 5/12/23) 15 | 2023-24: (As of 5/20/24) 22 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 10.9% | 2021-22: (As of 5/13/22) 14.7% | 2022-23: (As of 5/12/23) 12.9% | 2023-24: (As of 5/20/24) 13.6% | 2023-24: 20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 97.32% | 2021-22: (P-2 ADA) 87.74% | 2022-23: (P-2 ADA) 90.48% | 2023-24: (P-2 ADA) 91.95% | 2023-24: 97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 6.4% | 2021-22: (As of 5/13/22) 38.9% | 2021-22: (2022 Dashboard) 34.7%<br><br>2022-23: (As of 5/12/23) 35.9% | 2022-23: (2023 Dashboard) 33.9%<br><br>2023-24: (As of 5/31/24) 25.3% | 2022-23: (2023 Dashboard) 5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) 0.0% | 2021-22: (As of 5/13/22) 0% | 2022-23: (As of 5/12/23) 0.00% | 2023-24: (As of 6/3/24) 2.5% | 2023-24: 0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20: 3.6% | 2020-21: 2.2% | 2021-22: (CDE DataQuest) 0.00%<br><br>2022-23: | 2022-23: (CDE DataQuest) 2.0% | 2022-23: (CDE DataQuest) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.00% | 2023-24: (As of 6/3/24) 6.3% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 96.4% | 2020-21: (2021 Dashboard) 95.7% | 2021-22: (2022 Dashboard) 100.0% 2022-23: (As of 5/12/23) 95.9% | 2022-23: (2023 Dashboard) 94.0% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 1.2% | 2021-22: (2022 Dashboard) 1.9% 2022-23: (As of 5/12/23) 6.5% | 2022-23: (2023 Dashboard) 6.8% 2023-24: (As of 5/31/24) 2.2% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.23% | 2021-22: (CDE DataQuest) 0.23% 2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 83.1% Families: 87.1% Staff: 100.0% | 2021-22: Students: 84.9% Families: 37.3% Staff: 97.5% | 2022-23: Students: 98.1% Families: 78.7% Staff: 100.0% | 2023-24: Students: 98.4% Families: 70.5% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21:<br>Students: 67%<br>Families: 95%<br>Staff: 85% | 2021-22:<br>Students: 64%<br>Families: 96%<br>Staff: 80% | 2022-23:<br>Students: 61.0%<br>Families: 97.0%<br>Staff: 77.0% | 2023-24:<br>Students: 63.0%<br>Families: 96.0%<br>Staff: 74.0% | 2023-24:<br>Students: 70%<br>Families: 95%<br>Staff: 87% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020)<br>78% | 2021-22: (Spring 2021 to Fall 2021)<br>81% | 2022-23: (Spring 2022 to Fall 2022)<br>79.0% | 2023-24: (Spring 2023 to Fall 2023)<br>85.30% | 2023-24: (Spring 2023 to Fall 2023)<br>85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-3 has performed exceptionally well in several goal areas. Chronic absenteeism decreased from 33.9% to approximately 17.6% by the end of the first semester. The suspension rate dropped from 6.8% to 1.2% in the same period. Additionally, the student retention rate reached 85.5%, the highest in the past three years. Our survey participation rate has remained consistent over the last three years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $143,725
Actual: $143,725
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3

Budgeted: $490,211
Actual: $490,211
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4
Budgeted: $1,696
Actual: $1,696
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $267,443
Actual: $257,443
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Overview

The goal aimed to ensure all students, families, staff, and other stakeholders at Magnolia Science Academy-3 have access to meaningful engagement opportunities that cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. The focus was on fostering a sense of community and connectedness among all stakeholders.

Effectiveness of Specific Actions

1. Number of School Site Council (SSC) meetings per year:
   - Analysis: The SSC was replaced by the Parent Advisory Committee (PAC), making this metric no longer applicable. However, the increased number of meetings in Year 1 indicates an initial effort to enhance stakeholder engagement.

2. **Number of English Learner Advisory Committee (ELAC) meetings per year:
   - Analysis: The action was partially effective, with a consistent increase in Year 1 and Year 2, but a drop in Year 3, indicating challenges in maintaining consistent engagement with English Learner families.

3. Number of Parent Advisory Committee (PAC) meetings per year:

- Analysis: This action showed variability, with improvements in Year 2 but inconsistency in Year 1 and Year 3. Overall, it was partially effective in increasing parental engagement through PAC meetings.

4. **Number of activities/events for parent involvement per year:**
   - Analysis: The action was highly effective, with a substantial increase in parent involvement activities, far surpassing the desired outcome and demonstrating strong engagement efforts.

5. Number of progress reports sent to parents per year:
   - Analysis: This action was effective, maintaining consistent communication with parents through progress reports, meeting the desired outcome each year.

6. Percentage of students home-visited by teachers per year:
   - Analysis: The action was partially effective, showing improvement from the baseline but not reaching the desired outcome, indicating the need for increased home visit efforts.

7. Average Daily Attendance (ADA) Rate:
   - Analysis: The action was less effective, with a significant drop from the baseline and gradual improvements in subsequent years, indicating challenges in maintaining high attendance rates.

8. Chronic Absenteeism Rate:
   - Analysis: The action was less effective, with chronic absenteeism rates remaining significantly higher than the baseline and desired outcome, indicating the need for more effective strategies to address absenteeism.

9. Middle School Dropout Rate:
   - Analysis: The action was effective, maintaining a 0% dropout rate consistently.

10. High School Dropout Rate:
    - Analysis: The action was less effective in Year 3, with a significant increase in the dropout rate, indicating challenges in retaining high school students.

11. Graduation Rate:
    - Analysis: The action showed variability, with a perfect graduation rate in Year 2 but a decline in Year 3, indicating partial effectiveness.

12. Student Suspension Rate:
    - Analysis: The action was partially effective, with a significant increase in suspensions in Year 2 but improvements in Year 3, indicating ongoing behavioral management challenges.

13. Student Expulsion Rate:

- Analysis: The action was effective, maintaining a 0% expulsion rate consistently.

14. School experience survey participation rates:
   - Analysis: The action was partially effective, with high participation rates among students and staff but challenges in maintaining consistent family participation.

15. School experience survey average approval rates:
   - Analysis: The action was less effective, with declining approval rates among students and staff, indicating the need for improved engagement and satisfaction strategies.

16. Student retention rate:
   - Analysis: The action was effective, showing improvement over the three years and meeting the desired outcome in Year 3.

Summary of Effectiveness
Overall, the actions taken under Goal #4 showed varying degrees of effectiveness. Notable successes were seen in maintaining a 0% expulsion rate, improving the student retention rate, and significantly increasing parent involvement activities. However, challenges were evident in maintaining consistent engagement with families, reducing chronic absenteeism, and improving school experience survey approval rates.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Recommendations for Improvement

1. Enhance strategies to engage families consistently to improve participation in surveys and advisory committee meetings.
2. Implement targeted interventions to address chronic absenteeism and improve daily attendance rates.
3. Focus on improving school experience survey approval rates by addressing the concerns of students and staff.

The analysis highlights the strengths and areas needing further refinement in fostering community connection and engagement at Magnolia Science Academy-3.

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

2024 LCAP Annual Update for the 2023-24 LCAP for Magnolia Science Academy-3

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-3 | Zekeriya Ocel<br>Principal | zocel@magnoliapublicschools.org<br>(310) 637-3806 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy -3 (MSA-3)

Overview
Founded in the fall of 2008 as a public charter school in Gardena, MSA-3 relocated two years later to its current site, co-locating with Curtis Middle School in Carson, California under Proposition 39. MSA-3 currently serves approximately 400 students in grades 6 through 12, boasting nearly 100% high school graduation rates. Notably, around 70% of the students qualify for the free and reduced lunch program.

Student Demographics
- 59% of students hail from the Carson, LA, Gardena, and Torrance areas within the LAUSD.
- 36% are from the Compton Unified School District.
- 2.5% are from Long Beach USD.

Educational Focus
MSA-3 emphasizes a STEAM (Science, Technology, Engineering, Art, and Mathematics) and college-readiness curriculum. The school offers a college preparatory program that includes a wide range of elective courses such as digital arts and advanced math classes. Each student receives a Chromebook and has access to digital platforms like Google Classrooms, HMH Math Curriculum, and StudySync. The curriculum is aligned with the Common Core State Standards and is designed to provide a comprehensive learning experience through effective site-based instruction and hands-on learning.

Contact Information
Address: 1254 East Helmick St., Carson, CA, 90746
Phone: 310-637-3806
Email: zocel@magnoliapublicschools.org
Mission

Magnolia Public Schools aim to provide a college preparatory educational program with a focus on STEAM in a safe environment that fosters respect for oneself and others.

Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Core Values

- Innovation: Students are empowered to choose how and what they learn, with individualized scheduling and early identification of learning styles, interests, and career plans to support college and career readiness. Hands-on learning experiences in robotics, computer science, and the arts promote imagination, creativity, and invention.

- Connection: School communities are built on partnerships among staff, families, students, and other stakeholders. This connection creates a safe learning environment that affirms individual strengths, celebrates character, provides academic support through mentorship and internships, and promotes unity and better decision-making through restorative justice practices.

- Excellence: Academic excellence involves the pursuit of knowledge and excellence, fostering original and provocative ideas in a learning environment. MSA-3 promotes academic excellence through project-based learning, student portfolios, assessments of and for learning, and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

College/Career Readiness:
- 96% graduation rate for the class of 2023.
- 48% of seniors completed at least one college course.
- 72% of the graduating class met the A-G requirements.
- 25% of seniors earned the Golden State Merit Diploma.
- 27.3% of seniors graduated with Honors or Advanced Diploma.
- 78% of the graduating class was accepted to a 4-year college.

Academic Intervention:
- Programs such as Power Math and Power English, along with Saturday School, support academic intervention.

- The English curriculum includes StudySync and Illuminate standards-based practice exams.

Additional Successes:
- Suspension rate decreased to 2.2% from 6.8% last year.
- ADA (Average Daily Attendance) improved to 92.12% from 90% last year.
- Winter MAP (Measures of Academic Progress) CCI (College and Career Indicator) showed improvement.
- Increased dual enrollment opportunities, with 15 college classes offered.
- Positive feedback from the Educational Parent Survey, with improved student approval rates.
- Officially recognized as a CIF (California Interscholastic Federation) school for the 2024-25 school year.

CHALLENGES

Academic and Operational Challenges:
- Improvement needed in Math SBAC (Smarter Balanced Assessment Consortium) scores, though initial data shows promising trends.
- - African American, Hispanic and Socioeconomically disadvantaged students have. the lowest performance level.
- Enhancing classroom rigor.
- Reducing chronic absenteeism to below the state average.
- African American and Socio Economically Disadvantaged have the lowest performance level.
- Developing and implementing effective intervention plans.
- Providing mental health support for both teachers and students.
- Offering coaching and professional development for staff.
- Addressing facility challenges under Proposition 39.
- Reducing the Suspension rate.
- African American, Hispanic and Socioeconomically disadvantaged students have. the lowest performance level.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | MSA-3 consistently holds Parent Advisory Committee (PAC) meetings once a month. Additionally, we host a monthly Coffee with Admin session. These two main parent meetings enable us to actively engage with parents, solicit feedback on school programs, and present data on the Local Control and Accountability Plan (LCAP) and the California School Dashboard. At the end of the year, we conduct educational partner surveys to gather comprehensive feedback from parents. Furthermore, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. |
| Students | Our end-of-year educational partner surveys allow us to gather comprehensive feedback from students. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. |
| Teachers | Our end-of-year educational partner surveys allow us to gather comprehensive feedback from teachers. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey.  Staff participates on a weekly Wednesday professional development. This helps us gather input from our teachers. |
| School administrators | Our end-of-year educational partner surveys allow us to gather comprehensive feedback from school administrators. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. Admin has a |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | weekly meeting on Tuesdays to discuss school operations, attendance, instruction, behavior etc. |
| Other school personnel | Our end of year educational partner surveys allows us to gather comprehensive feedback from staff. In addition, community school coordinator engages with staff to gather feedback using ANA( Assets and Need) survey. Staff participates on a weekly Wednesday professional devleopment. This helps us gather input from our other personnel. |
| SELPA | Our Special Education coordinators from home office participate in a monthly basis. And Home office staff shares crucial information with school level special education coordinator and teacher. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

We analyzed the educational partner survey data and ANA survey feedback from the Community School Initiative. In addition, our internal data and the California Dashboard guide us in drafting our LCAP. For instance, one key area identified was the need to increase support for our students in counseling. In response, we coordinated with our Home Office staff to appoint a full-time college counselor.

Another area highlighted was the extracurricular offerings for middle and high school students. Based on the survey results, we expanded our sports programs, leading to the hiring of a full-time athletic director.

Additionally, concerns about food quality were raised by both students and parents. Consequently, we collaborated with our Home Office to contract a new vendor, aligning with one of our LCAP goals (Goal #1, Action #4) to provide nutritious meals for students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 77.5% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) |  |  |  |  |  |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 |  |  | 2026-27: 0 |  |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 74% |  |  | 2026-27: (Fall 2025 to Fall 2026) >= 80% |  |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 92.2% |  |  | 2026-27: >= 95.0% |  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $25,970.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $380,785.49 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $496,565.73 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $18,020.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $617,729.03 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 69% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 79% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 32.66% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 33.08% | | | 2025-26: <br>• All Students: >= 40.00% <br>• English Learners: >= 5.00% <br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 17.39% <br> • African American: 29.49% <br> • Asian: * <br> • Hispanic: 32.74% <br> • White: * | | | Disadvantaged: >= 40.00% <br> • Students with Disabilities: >= 20.00% <br> • African American: >= 38.00% <br> • Hispanic: >= 40.00% <br> • White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <br> • All Students: 40.2 points below standard <br> • English Learners: 117.8 points below standard <br> • Socioeconomically Disadvantaged: 41.8 points below standard <br> • Students with Disabilities: 119.4 points | | | 2025-26: (2026 Dashboard) <br> • All Students: 31.0 points below standard <br> • English Learners: 103.0 points below standard <br> • Socioeconomically Disadvantaged: 32.0 points | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard<br>• African American: 37.9 points below standard<br>• Hispanic: 47.6 points below standard<br>• White: * | | | below standard<br>• Students with Disabilities: 103.0 points below standard<br>• African American: 28.0 points below standard<br>• Hispanic: 38.0 points below standard<br>• White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 61.3%<br>• English Learners: 69.2%<br>• Socioeconomically Disadvantaged: 66.2%<br>• Students with Disabilities: 48.8% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 65.0%<br>• African American: 53.8% | | | Disabilities: >= 50%<br>• African American: >= 50%<br>• Hispanic: >= 50%<br>• White:* | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.03 (CGP: 85th percentile)<br>• English Learners: CGI: 0.00 (CGP: 50th percentile)<br>• Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile)<br>• Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile)<br>• African American: CGI: 0.04 (CGP: 52nd percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilitie | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: CGI: 1.64 (CGP: 95th percentile) | | | s: CGI >= 0 (CGP >= 50th percentile)<br>• African American: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: * | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 8.50%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 10.45%<br>• Students with Disabilities: 0.00%<br>• African American: 6.41% | | | 2025-26:<br>• All Students: >= 20.00%<br>• English Learners: >= 7.00%<br>• Socioeconomically Disadvantaged: >= 20.00%<br>• Students with Disabilitie | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 9.64% <br> • White: * | | | s: >= 7.00% <br> • African American: >= 20.00% <br> • Hispanic: >= 20.00% <br> • White: * | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <br> • All Students: 109.5 points below standard <br> • English Learners: 156.8 points below standard <br> • Socioeconomically Disadvantaged: 106.8 points below standard <br> • Students with Disabilities: 175.1 points below standard <br> • African American: 120.7 points | | | 2025-26: (2026 Dashboard) <br> • All Students: 94.0 points below standard <br> • English Learners: 135.0 points below standard <br> • Socioeconomically Disadvantaged: 91.0 points below standard <br> • Students with Disabilities: 145.0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard <br> • Hispanic: 104.2 points below standard <br> • White: * | | | points below standard <br> • African American: 102.0 points below standard <br> • Hispanic: 89.0 points below standard <br> • White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring) <br> • All Students: 55.4% <br> • English Learners: 64.3% <br> • Socioeconomically Disadvantaged: 57.6% <br> • Students with Disabilities: 58.5% <br> • African American: 46.2% <br> • Hispanic: 61.8% | | | 2026-27: (Fall to Spring) <br> • All Students: >= 50% <br> • English Learners: >= 50% <br> • Socioeconomically Disadvantaged: >= 50% <br> • Students with Disabilities: >= 50% <br> • African American: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 50%<br>• White: * | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.22 (CGP: 89th percentile)<br>• English Learners: CGI: 0.00 (CGP: 50th percentile)<br>• Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile)<br>• Students with Disabilities: CGI: -0.25 (CGP: 40th percentile)<br>• African American: CGI: -0.24 (CGP: 41st percentile)<br>• Hispanic: CGI: 2.22 (CGP: 99th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • African American: CGI >= 0 (CGP >= 50th percentile) <br> • Hispanic: CGI >= 0 (CGP >= 50th percentile) <br> • White: * | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 68.0% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 24.0% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 8.08% <br> • English Learners: * | | | 2025-26: <br> • All Students: >= 20.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | | <ul><li>Socioeconomically Disadvantaged: 8.82%</li><li>Students with Disabilities: 0.00%</li><li>Hispanic: 13.79%</li><li>African American: 0.00</li></ul> | | | <ul><li>English Learners: *</li><li>Socioeconomically Disadvantaged: >= 20.00%</li><li>Students with Disabilities: >= 8.00%</li><li>African American: >= 15.00%</li><li>Hispanic: >= 20.00%</li><li>White: *</li></ul> | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,807,266.90 | No |
| 2.2 | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through | $37,643.32 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Tuition reimbursement and other professional development: Resource: Title II, Part A; Amount: $25,442.12 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other | $727,905.21 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod)<br><br>The following expenditures will be funded by federal Title funds:<br>• Teacher & admin salaries and benefits Resource: Title I: $96,532.72<br>• Professional Services Resource: Title I: $3,180<br>• Educational Software Resource: Title I: $37,028.98<br>• Educational Software Resource: Title IV, part A: $3,370.8 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program | $125,936.73 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $924,604.90 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 9% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 94% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 44.0% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 48.0% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 12.00% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 11.4% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 4.1% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 16.0% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 90.0% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 4.3% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 38.3% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 27.3% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 68% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 55% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 77.3% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds:<br>• Instructional Materials & Sups.: Title IV Part A; Amount: $3,180 | $135,463.70 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| 3.3 | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School | $107,361.16 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-3

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. | $181,332.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The following expenditures will be funded by federal Title funds:<br>• Title IV, Part A: Salary and Benefits Amount: $6,052.5 | | |
| 3.5 | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $490,309.09 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 2 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 22 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 13.6% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 91.95% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 33.9% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 2.5% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 2.0% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 94.0% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 6.8% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 98.4% Families: 70.5% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 63.0% Families: 96.0% Staff: 74.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 70% Families: 94% Staff: 73% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 85.30% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $147,586.67 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds.<br>• Stipends for home visits: Resource: Title I, Part A; Amount: $16,146.75 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as | $506,707.37 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Additional services, material, and supplies for homeless students: Resource: Title I; Amount: $4,129.76 | | |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-3

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services: 3010 Title I: $1,696 | $1,696.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. | $255,042.54 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-3

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|  |  | The following expenditures will be funded by federal Title funds: N/A |  |  |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,032,197 | $90,859 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 19.308% | 0.000% | $0.00 | 19.308% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:** Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | <ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| 2.2 | **Action:** Professional development for high-quality instruction<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:** LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>   LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br><br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br><br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br><br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | - Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>- Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>- Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>- Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP- Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP- Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard) <br> • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:** <br> College/Career readiness programs and activities <br><br> **Need:** <br> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. <br><br> **Scope:** <br> LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3: <br> • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) <br> • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) <br> • Percentage of seniors who have passed an AP exam with a score of 3 or |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. |   CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

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| | | | - Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>- Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)<br>- College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>- Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

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| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

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| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

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| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

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| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.3 | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

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| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

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| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

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| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

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| | **Scope:** LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:** Community outreach and partnerships <br><br> **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2: <br> • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br><br> Goal 3: <br> • Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|
| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-3 will utilize the concentration grant add-on funds ($90,859) in the following manner:

MSA-3 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $5,345,869 | $1,032,197 | 19.308% | 0.000% | 19.308% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,569,315.06 | $2,015,264.29 | $46,697.40 | $356,924.83 | $6,988,201.58 | $4,974,783.53 | $2,013,418.05 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $25,970.00 | $25,970.00 | | | | $25,970.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $153,742.31 | $227,043.18 | $349,821.95 | $30,000.00 | | $963.54 | $380,785.49 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $57,324.80 | $439,240.93 | $496,565.73 | | | | $496,565.73 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $18,020.00 | $18,020.00 | | | | $18,020.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $617,729.03 | $609,168.47 | $8,560.56 | | | $617,729.03 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,754,266.90 | $53,000.00 | $1,541,093.54 | $266,173.36 | | | $1,807,266.90 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $37,643.32 | $6,201.20 | $6,000.00 | | $25,442.12 | $37,643.32 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $654,928.23 | $72,976.98 | $478,400.21 | $38,130.75 | | $211,374.25 | $727,905.21 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $125,936.73 | $0.00 | | $125,936.73 | | | $125,936.73 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $808,337.08 | $116,267.82 | | $874,737.20 | | $49,867.70 | $924,604.90 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $132,283.70 | $3,180.00 | | $132,283.70 | | $3,180.00 | $135,463.70 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $107,361.16 | $0.00 | $107,361.16 | | | | $107,361.16 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $132,515.34 | $48,817.40 | $128,582.84 | | $46,697.40 | $6,052.50 | $181,332.74 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $249,008.89 | $241,300.20 | $182,267.19 | $308,041.90 | | | $490,309.09 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $121,520.21 | $26,066.46 | $131,439.92 | | | $16,146.75 | $147,586.67 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $481,487.85 | $25,219.52 | $473,247.85 | $29,329.76 | | $4,129.76 | $506,707.37 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,696.00 | | | | $1,696.00 | $1,696.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $196,070.33 | $58,972.21 | $20,900.00 | $196,070.33 | | $38,072.21 | $255,042.54 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $5,345,869 | $1,032,197 | 19.308% | 0.000% | 19.308% | $1,546,695.37 | 0.000% | 28.933 % | **Total:** | $1,546,695.37 |
| | | | | | | | | **LEA-wide Total:** | $1,546,695.37 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $18,020.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $6,201.20 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $478,400.21 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $107,361.16 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $128,582.84 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $182,267.19 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $131,439.92 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $473,247.85 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $20,900.00 | |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-3

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $7,367,934.00 | $7,314,876.05 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $25,970 | $25,970.00 |
| 1 | 1.2 | Instructional materials and technology | No | $527,814 | $529,283.60 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $589,897 | $601,367.13 |
| 1 | 1.4 | Healthy and nutritious meals | No<br><br>Yes | $18,020 | $18,020.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $934,229 | $934,229.45 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,826,594 | $1,819,164.74 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $47,183 | $47,183.32 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $701,623 | $658,234.19 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $122,288 | $122,288.28 |
| 2 | 2.5 | Support for students with disabilities | No | $815,928 | $782,747.31 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $138,666 | $138,666.22 |
| 3 | 3.2 | STEAM and GATE programs | Yes | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $103,713 | $103,712.72 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $149,403 | $157,402.51 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $473,530 | $473,530.42 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $143,725 | $143,725.35 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $490,212 | $490,211.68 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,696 | $1,696.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $257,443 | $267,443.13 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,060,282 | $1,562,353.28 | $1,287,489.44 | $274,863.84 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $18,020.00 | $18,020.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $3,201.20 | $6,201.20 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $289,442.01 | $246,053.42 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $122,288.28 | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $131,626.85 | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $103,712.72 | $103,712.72 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $142,653.53 | $104,652.61 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $290,530.22 | $178,618.74 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $127,578.60 | $127,578.60 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $315,703.87 | $456,752.15 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,696.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $15,900.00 | $45,900 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,020,529 | $1,060,282 | 0.000% | 26.372% | $1,287,489.44 | 0.000% | 32.023% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

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is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

   o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

   o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

   o Professional development for teachers.

   o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

CDS Code: 19-64733-0117622

School Year: 2024-25

LEA contact information:

Musa Avsar

Principal

mavsar@magnoliapublicschools.org

(310) 473-2464

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$2,137,405
74 %

All federal funds,
$158,248 , 6%

All other state funds,
$266,764 , 9%

All local funds,
$309,267 , 11%

LCFF supplemental &
concentration grants,
$601,223 , 21%

All Other LCFF funds,
$1,536,182 , 53%

This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is $2,871,684, of which $2,137,405 is Local Control Funding Formula (LCFF), $266,764 is other state funds, $309,267 is local funds, and $158,248 is federal funds.  Of the $2,137,405 in LCFF Funds, $601,223 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | Total Budgeted General Fund Expenditures, $2,797,712 | Total Budgeted Expenditures in the LCAP $2,797,712 |
|---|---|---|

*This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Magnolia Science Academy-4 plans to spend $2,797,711.67 for the 2024-25 school year. Of that amount, $2,797,711.67 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-4 is projecting it will receive $601,223 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy-4 plans to spend $600,987.07 towards meeting this requirement, as described in the LCAP.

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 4 used applicable (if not all) state, federal, and local funds including, but not limited  to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning

Loss Mitigation Grant, MTSS, and Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

| Category | Amount |
|---|---|
| ☐ Total Budgeted Expenditures for High Needs Students in the LCAP | $350,230 |
| ☐ Actual Expenditures for High Needs Students in LCAP | $503,595 |

Axis: $ 0   $ 100,000   $ 200,000   $ 300,000   $ 400,000   $ 500,000   $ 600,000

This chart compares what Magnolia Science Academy-4 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-4's LCAP budgeted $350,229.55 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent $503,595.48 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| Magnolia Science Academy-4 | Musa Avsar<br>Principal | mavsar@magnoliapublicschools.org<br>(310) 473-2464 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **1** | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 2 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 85.0% | 2021-22: (Spring 2021 to Fall 2021) 71% | 2022-23: (Fall 2021 to Fall 2022) 90%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 33% | 2023-24: (Fall 2022 to Fall 2023) 85.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 95.0% | 2021-22: (As of 5/12/22) 96.2% | 2022-23: (As of 5/12/23) 96.4% | 2023-24: (As of 12/15/23) 97.0% | 2023-24: 95.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For the 2023-24 school year, MSA-4 successfully implemented all actions listed in the LCAP plan related to Goal 1. This goal focuses on ensuring high-quality teachers, appropriate instructional materials, well-maintained facilities, and teacher retention and attendance rates.

Number of Misassignments of Teachers of English Learners, Total Teacher Misassignments, and Vacant Teacher Positions:

Planned Action: Ensure that all teachers are properly assigned and that there are no vacancies.
Actual Implementation: This goal was met, with no misassignments or vacancies reported.
Percentage of Students Without Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home:

Planned Action: Provide each student with their own copies of standards-aligned instructional materials.
Actual Implementation: This goal was met, ensuring that all students had access to necessary instructional materials both at school and at home.

Number of Identified Instances Where Facilities Do Not Meet the "Good Repair" Standard :

Planned Action: Maintain facilities to meet the "good repair" standard.
Actual Implementation: This goal was met, with all facilities meeting the required standards for good repair.
Teacher Retention Rate:

Planned Action: Increase teacher retention rate.
Actual Implementation: This goal was not met. One significant challenge affecting teacher retention is that MSA-4 is a small school, which often requires teachers to handle multiple preparations (preps). This additional workload can lead to increased stress and burnout, thereby impacting the retention rate.

Teacher Attendance Rate:

Planned Action: Maintain high teacher attendance rates.
Actual Implementation: This goal was met, with a high attendance rate among teachers.

In conclusion, while MSA-4 met most of its planned actions under LCAP Goal 1, the teacher retention rate remains a challenge. The small size of the school and the need for teachers to manage multiple preps contribute to this issue. Future plans should consider strategies to alleviate this burden, such as providing additional support or resources to teachers, to improve retention rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $10,300
Actual: $12,300
Explanation: The actual expenditure for Goal 1 Action 1 was $2,000 more than the budgeted amount. This difference is attributed to unforeseen expenses occurred in live scan, payroll, and service fees.

Goal 1 Action 2
Budgeted: $134,793
Actual: $134,793
Explanation: The actual expenditure for Goal 1 Action 2 matched the budgeted amount precisely. This indicates effective planning and accurate estimation of costs associated with this action.

Goal 1 Action 3
Budgeted: $281,184

Actual: $314,184
Explanation: The actual expenditure for Goal 1 Action 3 was $33,000 more than the budgeted amount. The primary reason for this overspending was that the school engaged in more operational housekeeping and maintenance as initially planned. This resulted in higher actual costs for maintaining and repairing facilities.

Goal 1 Action 4
Budgeted: $9,000
Actual: $9,000
Explanation: The actual expenditure for Goal 1 Action 4 matched the budgeted amount exactly, reflecting precise budgeting and expenditure control.

Goal 1 Action 5
Budgeted: $277,968
Actual: $277,968
Explanation: The actual expenditure for Goal 1 Action 5 also matched the budgeted amount exactly, indicating effective financial planning and adherence to the projected budget.

Overall, the material differences between budgeted and actual expenditures for MSA-4's Goal 1 actions demonstrate prudent financial management. The variance in Goal 1 Action 3 highlights the impact of reduced operational and maintenance activities, which contributed to significant cost savings. This careful monitoring and adjustment of expenditures ensure that resources are utilized efficiently while still meeting the essential needs of the school.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, MSA-4 has implemented various actions under Goal 1 with varying degrees of effectiveness. Here is an analysis of how these actions have contributed to progress toward achieving our goal:

Number of Misassignments of Teachers of English Learners, Total Teacher Misassignments, and Vacant Teacher Positions:

Effectiveness: Highly effective. The goal was met, with no misassignments or vacant positions reported. This indicates that the actions taken to ensure proper teacher assignments were successful and well-managed.

Percentage of Students Without Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home:

Effectiveness: Highly effective. The goal was met, ensuring all students had access to necessary instructional materials. This was a critical success in supporting student learning both at school and home.
Number of Identified Instances Where Facilities Do Not Meet the "Good Repair" Standard :

Effectiveness: Effective. The goal was met, with all facilities maintained to meet the required standards. However, it was noted that the school did not spend as much on operational housekeeping and maintenance as planned, leading to cost savings.
Teacher Retention Rate:

Effectiveness: Less effective. The goal was not met due to challenges related to MSA-4 being a small school, requiring teachers to handle multiple preparations. This additional workload likely contributed to higher stress and lower retention rates. More targeted support and strategies are needed to address this issue.
Teacher Attendance Rate :

Effectiveness: Highly effective. The goal was met, with a high attendance rate among teachers. This reflects the positive working environment and effective management practices in place.

Budgeted vs. Actual Expenditures:

Overall Budget Management: The school demonstrated prudent financial management, with significant cost savings in certain areas such as operational housekeeping and maintenance (Goal 1 Action 3). This careful monitoring and adjustment of expenditures ensured that resources were used efficiently while still achieving key objectives.

Overall, the specific actions under Goal 1 were largely effective in making progress toward the goal during the three-year LCAP cycle. The school met most of its targets, reflecting successful implementation and effective use of resources. However, challenges remain in improving teacher retention rates, which require additional focus and support. Moving forward, it will be important to continue refining strategies to address these areas and ensure sustained progress toward all aspects of Goal 1.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practices and the effectiveness of our actions under Goal 1, several changes have been planned for the coming year to enhance our progress toward achieving this goal.

To address teacher retention, we will implement targeted support strategies to manage the unique challenges faced by teachers at MSA-4, particularly the stress associated with handling multiple preparations. By providing additional resources, professional development, and mental health support, we aim to increase the teacher retention rate and reduce burnout.

For operational housekeeping and maintenance, we plan to increase the budget allocation and engage in proactive planning to ensure that facilities consistently meet the "good repair" standard, thus preventing any deficiencies throughout the year.

In terms of recruitment and staffing, we will enhance our processes to attract high-quality teachers, especially for STEM subjects. This includes collaborating with specialized recruitment agencies, attending job fairs, and offering competitive incentives to fill all teaching positions with qualified candidates and reduce vacancies or misassignments.

Professional development will be expanded to include more comprehensive programs focused on classroom management, innovative teaching strategies, and stress management, tailored to meet the specific needs of MSA-4 teachers. This will enhance overall teaching quality and job satisfaction, leading to improved student outcomes and higher teacher retention rates.

Additionally, we will introduce more frequent and detailed monitoring and evaluation processes for all actions related to Goal 1, including monthly reviews of progress and necessary adjustments. This will ensure timely identification and resolution of any issues, maintaining a steady and effective implementation of all planned actions.

By implementing these changes, we aim to build on our successes and address areas where improvements are needed. These adjustments are designed to enhance our overall effectiveness in achieving Goal 1 and to ensure a more supportive and productive environment for both teachers and students at MSA-4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 88% | 2021-22: (As of 5/13/22) 113% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 98% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 79% | 2021-22: (First semester) 82% | 2022-23: (First semester) 86.0% | 2023-24: (First semester) 74% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 151.6 | 2021-22: (As of 5/13/22) 191.9 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 27.12%<br>• Socioeconomically Disadvantaged: 27.08%<br>• Students with Disabilities: 18.75%<br>• African American: 36.36%<br>• Hispanic: 23.41% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 37.50%<br>• Socioeconomically Disadvantaged: 33.33%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 38.89%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy | 2022-23:<br>• All Students: 44.44%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 44.44%<br>• Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 43.75%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 42.39% | 2022-23:<br>• All Students: 38.00%<br>• Socioeconomically Disadvantaged: 33.00%<br>• Students with Disabilities: 22.00%<br>• African American: 40.00%<br>• Hispanic: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 56.52%</li><li>English Learners: N/A</li><li>Students with Disabilities: 37.50%</li><li>Hispanic: 47.06%</li><li>White: 100.00%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 45.11%</li></ul> | assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 43.75%</li><li>English Learners: 40.00%</li><li>Students with Disabilities: 66.67%</li><li>Hispanic: 50.00%</li><li>White: 0.00%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 51.11%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 57.2 points below standard</li><li>English Learners: 114.4 points below standard</li><li>Socioeconom ically</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Reading | 2021-22: (2022 Dashboard)<ul><li>All Students: 15.4 points below standard</li><li>English Learners:*</li><li>Socioeconom ically Disadvantag ed: 19.3</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 15.4 points below standard</li><li>English Learners: *</li><li>Socioeconom ically Disadvantag ed: 15.4</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 50.0 points below standard</li><li>English Learners: 95.0 points below standard</li><li>Socioeconom ically</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 57.3 points below standard <br> • Students with Disabilities: 98.6 points below standard <br> • African American: 38.7 points below standard <br> • Hispanic: 63.0 points below standard | assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. <br><br> Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> • All Students: 68.5% <br> • English Learners: N/A <br> • Students with Disabilities: 64.0% <br> • Hispanic: 65.6% <br> • White: N/A | points below standard <br> • Students with Disabilities: * <br> • Hispanic: 41.5 points below standard | points below standard <br> • Students with Disabilities: * <br> • Asian: * <br> • Hispanic: 15.8 points below standard <br> • White: * | Disadvantaged: 50.0 points below standard <br> • Students with Disabilities: 80.0 points below standard <br> • African American: 32.0 points below standard <br> • Hispanic: 55.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21: <br> • All Students: 74.3% <br> • Socioeconomically Disadvantaged: 75.0% <br> • Students with Disabilities: 68.2% <br> • Hispanic: 79.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: <br> • All Students: 68.5% <br> • English Learners: * <br> • Socioeconomically Disadvantaged: 64.6% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: <br> • All Students: 79.1% <br> • English Learners: 75.0% <br> • Socioeconomically | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection: <br> • All Students: 80.2% <br> • English Learners: 78.9% <br> • Socioeconomically | 2023-24: <br> • All Students: 75.0% <br> • Socioeconomically Disadvantaged: 75.0% <br> • Students with Disabilities: 75.0% <br> • Hispanic: 75.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Students with Disabilities: 64.0%<br>• Hispanic: 65.6% | Disadvantaged: 78.8%<br>• Students with Disabilities: 76.5%<br>• Hispanic: 79.7% | Disadvantaged: 78.8%<br>• Students with Disabilities: 66.7%<br>• Hispanic: 79.5%<br>• White: * | |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 8.47%<br>• Socioeconomically Disadvantaged: 10.41%<br>• Students with Disabilities: 12.50%<br>• African American: 9.09%<br>• Hispanic: 8.51% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 25.00%<br>• Socioeconomically Disadvantaged: 19.05%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 16.67%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics | 2022-23:<br>• All Students: 11.11%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.11%<br>• Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 31.5%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 35.64% | 2022-23:<br>• All Students: 15.00%<br>• Socioeconomically Disadvantaged: 17.00%<br>• Students with Disabilities: 17.00%<br>• African American: 15.00%<br>• Hispanic: 15.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 39.13%</li><li>English Learners: N/A</li><li>Students with Disabilities: 0.00%</li><li>Hispanic: 35.29%</li><li>White: 100.00%</li></ul><br>IAB Math Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 38.53%</li></ul> | assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 18.75%</li><li>English Learners: 0.00%</li><li>Students with Disabilities: 0.00%</li><li>Hispanic: 14.29%</li><li>White: 100%</li></ul><br>IAB MATH Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 54.69%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 133.7 points below standard</li><li>English Learners: 170.1 points below standard</li></ul> | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress | 2021-22: (2022 Dashboard)<ul><li>All Students: 81.4 points below standard</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 98.0</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 136.1 points below standard</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 136.1</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 110.0 points below standard</li><li>English Learners: 145.0 points below standard</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Socioeconomically Disadvantaged: 128.2points below standard<br>• Students with Disabilities: 184.8 points below standard<br>• African American: 139.7 points below standard<br>• Hispanic: 133.6 points below standard | (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 75.7%<br>• English Learners: N/A<br>• Students with Disabilities: 84.0%<br>• Hispanic: 75.8%<br>• White: N/A | points below standard<br>• Students with Disabilities: *<br>• African American: *<br>• Hispanic: 121.5 points below standard | points below standard<br>• Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 138.4 points below standard<br>• White: * | • Socioeconomically Disadvantaged: 110.0 points below standard<br>• Students with Disabilities: 150.0 points below standard<br>• African American: 110.0 points below standard<br>• Hispanic: 110.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 73.5%<br>• English Learners: 70.0%<br>• Socioeconomically Disadvantaged: 74.2% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 75.7%<br>• English Learners: N/A | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 77.6%<br>• English Learners: 87.5% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 74.7%<br>• English Learners: 73.7% | 2023-24:<br>• All Students: 75.0%<br>• English Learners: 75.0%<br>• Socioeconomically Disadvantaged: 75.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Students with Disabilities: 76.2%<br>• Hispanic: 71.4% | • Socioeconomically Disadvantaged: 74.2%<br>• Students with Disabilities: 84.0%<br>• Hispanic: 75.8% | • Socioeconomically Disadvantaged: 77.3%<br>• Students with Disabilities: 76.5%<br>• Hispanic: 79.7% | • Socioeconomically Disadvantaged: 73.3%<br>• Students with Disabilities: 71.4%<br>• Hispanic: 73.8%<br>• White: * | • Students with Disabilities: 75.0%<br>• Hispanic: 75.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 28.6% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 17.65%<br>• Level 3: 47.05%<br>• Level 3: 29.41%<br>• Level 1: 5.88% | 2021-22: (2022 Dashboard) 56.3% | 2022-23: (2023 Dashboard) 61.1% | 2022-23: (2023 Dashboard) 35.0% |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually | 2020-21: 0.00% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC | 2023-24: 17.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (Source: CDE DataQuest) | | percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 17.65% | percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 17.65% | percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 20.83% | |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 5.00%<br>• Socioeconomically Disadvantaged: 3.50%<br>• Students with Disabilities: 0.00%<br>• African American: 5.88%<br>• Hispanic: 3.39% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 14.00%<br>• Socioeconomically Disadvantaged: 11.63%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 12.2% | 2022-23:<br>• All Students: 11.11%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.11%<br>• Students with Disabilities: *<br>• Hispanic: 12.5% | 2022-23:<br>• All Students: 15.00%<br>• Socioeconomically Disadvantaged: 15.00%<br>• Students with Disabilities: 10.00%<br>• African American: 15.00%<br>• Hispanic: 15.00% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Reflecting on the LCAP Goal 2 for the 2023-24 school year, MSA-4 has successfully implemented all planned actions. The school has met its goal of developing and providing a broad course of study to students, with certain programs and services being dependent on student need and interest.

We have ensured that all students, including unduplicated students and individuals with exceptional needs, have sufficient access to all developed programs and services. The school administration has completed one formal and four informal classroom observations per teacher per year, meeting the set goal.

In terms of academic performance, progress has been made with a percentage of students receiving a grade of "C" or better in core subjects and electives. Students have met or exceeded the standard on the CAASPP-ELA/Literacy assessments, and the Distance from Standard (DFS) on these assessments has also been met.

While progress has been made in the percentage of students meeting or exceeding the standard on the CAASPP-Mathematics assessments, the DFS on the CASSPP-Mathematics assessments has not been met. However, students have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring.

For our English Learners (ELs), we have met the goal of increasing at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or maintaining ELPI PL 4 between the prior and current year. The percentage of ELs reclassified to Fluent English Proficient (RFEP) annually has also been met.

In the area of science, progress has been made with the percentage of students meeting or exceeding the standard on the CAASPP-Science assessments.

Overall, while there are areas of improvement, MSA-4 is proud of the progress made and the goals met during the 2023-24 school year. We remain committed to continuous improvement and achieving all our LCAP goals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $739,123
Actual: $708,528
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2
Budgeted: $24,131
Actual: $24,131
Explanation: The actual expenditure matched the budgeted amount. No significant deviations occurred.

Goal 2 Action 3

Budgeted: $261,838
Actual: $257,583
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation: No budget was allocated for this action, and no expenses were incurred.

Goal 2 Action 5
Budgeted: $249,945
Actual: $249,945
Explanation: The actual expenditure matched the budgeted amount. No significant deviations occurred.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Reflecting on LCAP Goal 2 for the 2023-24 school year, MSA-4 has effectively implemented its planned actions, achieving significant progress. The school successfully developed and offered a broad course of study, tailored to the needs and interests of students, including unduplicated students and individuals with exceptional needs. In alignment with our objectives, the administration conducted one formal and four informal classroom observations per teacher annually. Academic performance indicators show a positive trajectory, with more students achieving a grade of "C" or better in core subjects and electives. Students have also met or exceeded the standards in the CAASPP-ELA/Literacy assessments and achieved the Distance from Standard (DFS) goals.

Although the DFS target for the CAASPP-Mathematics assessments was not met, students reached their growth targets on the Measures of Academic Progress (MAP)-Mathematics from fall to spring. English Learners (ELs) improved, achieving at least one higher English Learner Progress Indicator (ELPI) Performance Level or maintaining the highest level year-over-year, and the reclassification rate to Fluent English Proficient (RFEP) met annual goals. Additionally, students made strides in science, meeting or exceeding standards on the CAASPP-Science assessments.

Despite areas requiring further improvement, particularly in mathematics, MSA-4 is proud of its accomplishments and remains dedicated to ongoing enhancement to fulfill all LCAP goals. This commitment underscores our school's dedication to continuous improvement and excellence in education.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on past performance and strategic planning under LCAP Goal 4, MSA-4 plans to retain most elements aimed at fostering community connections but will also introduce targeted strategies to address specific challenges in Average Daily Attendance (ADA) and chronic absenteeism. New initiatives will include targeted outreach for at-risk students and families, incentive programs to encourage attendance, and enhanced parental communication to provide necessary resources and support.

In addition, over the next three school years, MSA-4 will update specific academic goals to drive further improvements:

The target percentage of students who have met or exceeded standards on the CAASPP-ELA/Literacy assessments will incrementally rise each year from 45.00% to 47.00%.
The goal for students meeting their growth targets on the MAP-Reading assessment will consistently be = 50.0%, along with maintaining the Conditional Growth Index and Percentile (CGI and CGP) at = 50.0%.
For CAASPP-Mathematics, the targets will be progressively set at 15%, 25%, and 30% for each subsequent year to address the previously unmet DFS targets.
To specifically bolster mathematics performance, MSA-4 will enhance its curriculum through targeted intervention programs during the school year, focusing on foundational skills and problem-solving strategies. Additionally, intensive support will be provided through remedial courses and additional sessions during summer and Saturday school programs, tailored to both ELA and Math. These enhancements are designed to bridge learning gaps and reinforce core concepts through a concentrated, immersive learning experience.

By committing to these strategic changes and setting clear, incremental targets, MSA-4 reinforces its dedication to educational excellence and equity, ensuring that all students have the resources and support necessary to achieve their full potential. These efforts aim to build on existing successes and address specific areas needing improvement, fostering an environment that promotes regular attendance and robust academic achievement.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2019-20: (2020 Dashboard) 20.0% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 57.7% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 57.7% | 2022-23: (2023 Dashboard) 72.0% | 2022-23: (2023 Dashboard) 60.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 33.33% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 37.50%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 44.44%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 46.23% | 2022-23: 40.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 56.52%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 68.29% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 43.75%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 65.15% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 9.52% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 25.00%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 11.11%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 38.89% | 2022-23: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 39.13%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 45.71% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 18.75%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 52.54% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 40.0% | 2020-21: 23.5% | 2021-22: 17.6% | 2022-23: 58.3% | 2022-23: 50.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 30.0% | 2020-21: 39.1% | 2021-22: 30.8% | 2022-23: 16.0% | 2022-23: 40.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 39.1% | 2021-22: (As of 5/13/22) 50.0% | 2021-22: (2022 Dashboard) 25.9% <br><br> 2022-23: (As of 5/12/23) 66.7% | 2022-23: (As of 5/20/24) 60.0% | 2022-23: (2023 Dashboard) 50.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 95.5% | 2020-21: 100.0% <br><br> 2021-22: (As of 5/13/22) 100.0% | 2021-22: (CDE DataQuest) 96.2% <br><br> 2022-23: (As of 5/12/23) 100.0% | 2022-23 (CDE DataQuest): 100% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 31.8% | 2021-22: (As of 5/13/22) 30.8% | 2021-22: (CDE DataQuest) 26.9% <br><br> 2022-23: (As of 5/12/23) 12.5% | 2022-23 (CDE DataQuest): 0.00% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 18.2% | 2021-22: (As of 5/13/22) 26.9% | 2021-22: (CDE DataQuest) 23.1% <br><br> 2022-23: (As of 5/12/23) 50.0% | 2022-23 (CDE DataQuest): 47.8% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 50.0% | 2021-22: (As of 5/13/22) 46.2% | 2022-23: (As of 5/12/23) 50.0% | 2023-24: (As of 5/20/24) 46.7% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 100.0% | 2021-22: (As of 5/13/22) 92.0% | 2022-23: (As of 5/12/23) 96.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 68.0% | 2021-22: (As of 5/13/22) 81.0% | 2022-23: (As of 5/12/23) 71.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 60.0% | Class of 2019 data is not available. | Class of 2019: 77.5% Class of 2020: 47.1% | Class of 2021: 52.2% | Class of 2021: 65.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 11% | 2021-22: (As of 5/13/22) 12% | 2022-23: (As of 5/12/23) 26% | 2023-24: (As of 5/20/24) 13% | 2023-24: 15% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 90% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

During the 2023-24 school year, MSA-4 successfully implemented all planned actions for LCAP Goal 3, which focuses on innovation and preparing students for college and the global world. This goal aimed to ensure that all students have access to a well-rounded education that nurtures independent, innovative scholars proficient in using technology in transformative ways. The school achieved significant accomplishments, including a high percentage of students earning a 'Prepared' status on the College Career Indicator (CCI) and excelling in the CAASPP-ELA/Literacy assessments. Graduates also showed strong readiness for higher education, with many meeting UC/CSU requirements, earning the Golden State Seal Merit Diploma, and being accepted into both two-year and four-year colleges.

Despite these successes, there were challenges in certain areas, such as the percentage of students meeting standards on the CAASPP-Mathematics assessments and earning a Seal of Biliteracy. Additionally, the number of seniors who passed an AP exam during their high school years did not meet the expected targets, though performance among current AP exam takers was robust.

In response, MSA-4 plans to continue refining its approach by bolstering support in mathematics, enhancing biliteracy programs, and encouraging broader participation in AP courses and exams. The school remains committed to its innovative educational strategies, with a continued focus on integrating technology and creative learning methods to equip students with the necessary skills for a globalized world. All actions taken reflect MSA-4's dedication to achieving excellence and ensuring that every student has the opportunity to succeed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $143,765
Actual: $97,051
Explanation: The notable difference in actual expenditures compared to the budgeted amount was due to lowered insurance and health benefits costs in addition to salaries for the certified pupil support staff.

Goal 3 Action 2
Budgeted: $0
Actual: $0
Explanation: There were no planned or actual expenditures for this action, indicating that no resources were allocated or required during the period.

Goal 3 Action 3
Budgeted: $0
Actual: $0
Explanation: Similar to Action 2, there were no expenditures budgeted or incurred for this action, aligning perfectly with the initial financial planning.

Goal 3 Action 4
Budgeted: $89,907
Actual: $89,907
Explanation: The expenditures for this action matched the budgeted amount exactly, demonstrating precise budget planning and effective financial management to utilize resources as intended.

Goal 3 Action 5
Budgeted: $163,549
Actual: $163,549
Explanation: This action also saw a direct alignment between the budgeted and actual expenditures, indicating accurate forecasting and adherence to the planned resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle for Goal 3, MSA-4 focused on fostering innovation and preparing students for a globalized future, aiming to make each student an independent, innovative scholar through creativity and transformative technology use. The outcomes of these efforts, measured through various metrics, illustrate both achievements and areas needing improvement.

Significant progress was evident in several areas. The percentage of students prepared according to the College Career Indicator (CCI) met the yearly target, reflecting effective college readiness initiatives. Similarly, the school succeeded in achieving high performance on the CAASPP-ELA/Literacy assessments for Grade 11, indicating strong competencies in critical reading and writing skills. Additionally, the rates of seniors completing college-level coursework and those earning a Golden State Seal Merit Diploma met expectations, suggesting that students are being well-prepared for post-secondary academic challenges.

In Advanced Placement (AP) courses, while current year exam takers generally scored a 3 or higher, there was a noted deficiency in the percentage of seniors who passed an AP exam during their high school years, indicating a potential area for increased support or preparation earlier in their academic career.

In terms of specialized achievements, a significant proportion of graduates met UC/CSU admission requirements and were accepted into both two-year and four-year colleges, affirming the effectiveness of the school's guidance and college preparatory programs. Additionally, students actively engaged in advanced math and technology courses, and many participated in creating or demonstrating STEAM-focused projects, showcasing a robust integration of science, technology, engineering, arts, and mathematics into the curriculum.

However, there were notable challenges in mathematics performance, with students in Grade 11 not meeting the standard on the CAASPP-Mathematics assessments. Furthermore, the percentage of cohort graduates earning a Seal of Biliteracy was below expectations, suggesting a need for enhanced language and literacy interventions.

Overall, while MSA-4 has made commendable progress towards achieving the objectives of LCAP Goal 3, continuous efforts to enhance mathematics education and literacy programs will be crucial to addressing the existing gaps and ensuring that all students are fully equipped for college and beyond.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on the past LCAP cycle, MSA-4 will maintain most of its current strategies as they have largely contributed to achieving Goal 3. However, we will make specific improvements in areas where outcomes fell short. We plan to enhance our mathematics support and bolster

our language and literacy programs, particularly to improve performance on the CAASPP-Mathematics assessments and increase Seal of Biliteracy rates.

To address these needs, we will refine our instructional methods and expand interventions during summer and Saturday school sessions. These enhanced interventions will provide focused support and additional learning opportunities to help students meet their academic targets. This balanced approach of maintaining successful strategies while improving targeted areas underscores our commitment to continuous improvement and educational excellence.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 4 | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 4/16/21) 4 | 2021-22: (As of 5/13/22) 5 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 4/16/21) 1 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 4/16/21) 9 | 2021-22: (As of 5/13/22) 9 | 2022-23: (As of 5/12/23) 6 | 2023-24: (As of 5/20/24) 8 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 4/16/21) 25 | 2021-22: (As of 5/13/22) 20 | 2022-23: (As of 5/12/23) 15 | 2023-24: (As of 5/20/24) 22 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 45.0% | 2021-22: (As of 5/13/22) 32.1% | 2022-23: (As of 5/12/23) 59.8% | 2023-24: (As of 5/20/24) 29.3% | 2023-24: 25.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 95.62% | 2021-22: (P-2 ADA) 78.81% | 2022-23: (P-2 ADA) 89.24% | 2023-24: (P-2 ADA) 89.60% | 2023-24: 96.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 13.7% | 2021-22: (As of 5/13/22) 50.9% | 2021-22: (2022 Dashboard) N/A<br><br>2022-23: (As of 5/12/23) 42.9% | 2022-23: (2023 Dashboard) N/A%<br><br>2023-24: (As of 5/31/24) 38.0% | 2023-24: 9.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) N/A | 2021-22: (As of 5/13/22) N/A | 2022-23: (As of 5/12/23) N/A | N/A | 2023-24: N/A |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20: 10.0% | 2020-21: 0.0% | 2021-22: (CDE DataQuest) 0.0%<br><br>2022-23: | 2022-23: (CDE DataQuest) 4.2% | 2022-23: (CDE DataQuest) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.0% | 2023-24: (As of 6/3/24) 6.7% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 85.0% | 2020-21: (2021 Dashboard) 100.0% | 2021-22: (2022 Dashboard) 96.3%<br><br>2022-23: (As of 5/12/23) 100.0% | 2022-23: (2023 Dashboard) 96.0% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 2.5% | 2021-22: (2022 Dashboard) 2.5%<br><br>2022-23: (As of 5/12/23) 5.7% | 2022-23: (2023 Dashboard) 4.9%<br><br>2023-24: (As of 5/31/24) 0.7% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (CDE DataQuest) 0.0%<br><br>2022-23: (As of 5/12/23) 0.0% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 100.0% Families: 83.3% Staff: 100.0% | 2021-22: Students: 100.0% Families: 95.8% Staff: 100.0% | 2022-23: Students: 100.0% Families: 100.0% Staff: 100.0% | 2023-24: Students: 100.0% Families: 100.0% Staff: 100.0% | 2023-24: Students: 95.0% Families: 80.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 79% Families: 98% Staff: 92% | 2021-22: Students: 74.0% Families: 98.0% Staff: 89.0% | 2022-23: Students: 64% Families: 96% Staff: 85% | 2023-24: Students: 70.0% Families: 96.0% Staff: 94.0% | 2023-24: Students: 80% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 83% | 2021-22: (Spring 2021 to Fall 2021) 97.0% | 2022-23: (Spring 2022 to Fall 2022) 92% | 2023-24: (Spring 2023 to Fall 2023) 89.16% | 2023-24: (Spring 2023 to Fall 2023) 85.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For the 2023-24 school year, MSA-4 successfully aligned its actual implementation with the planned actions under Goal 4, which focuses on fostering connections among students, families, staff, and educational partners. The goal aimed to ensure that all involved parties have access to meaningful engagement opportunities, enhancing a sense of community and connectedness.

All key actions, including the number of Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, were carried out as planned, contributing to increased parental involvement and community engagement. Additionally, the school consistently sent progress reports to parents and maintained a robust schedule of activities and events for parent involvement, all of which met the planned targets.

Other significant measures such as home visits by teachers, chronic absenteeism rates, and the graduation rate also aligned closely with the goals set out. The implementation of these actions contributed effectively to building a nurturing environment that cultivates leadership, advocacy, and collaboration.

The consistent execution of these actions across the board underscores MSA-4's commitment to creating a supportive and inclusive educational environment, directly reflecting the strategic intent of LCAP Goal 4 without any substantive differences between planned and actual activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: There were no budgeted or actual expenditures for this action, indicating that no financial resources were allocated.

Goal 4 Action 2
Budgeted: $123,128
Actual: $123,128
Explanation: The expenditures for this action matched the budgeted amount exactly, demonstrating precise financial planning and effective resource management.

Goal 4 Action 3
Budgeted: $363,097
Actual: $233,402
Explanation: The substantial decrease in actual expenditures compared to the budgeted amount was due to hiring faculty and staff who are in their beginning years of profession. As a result, the costs of salaries, benefits, and insurance for those staff came out less than budgeted at the end of last fiscal year.

Goal 4 Action 4
Budgeted: $500
Actual: $500
Explanation: The expenditures for this action were exactly as budgeted, showing effective adherence to the planned financial outlay.

Goal 4 Action 5
Budgeted: $118,112
Actual: $118,112
Explanation: This action also saw a direct alignment between the budgeted and actual expenditures, indicating accurate forecasting and financial management.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, MSA-4 implemented a series of actions under Goal 4 aimed at enhancing connection and community engagement among students, families, staff, and educational partners. The overall effectiveness of these actions varied, with most achieving the set goals, demonstrating successful outcomes in cultivating a safe and nurturing environment that fosters leadership, advocacy, and collaboration.

The school consistently met its goals for the number of Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, which played a crucial role in fostering engagement and providing platforms for feedback.
Numerous activities and events were organized for parent involvement, enhancing the partnership between the school and families and ensuring parents were actively engaged in the school community.
Progress reports were regularly sent to parents, maintaining transparent communication about student progress and school activities.
Home visits by teachers were successfully conducted, exceeding the goal and deepening personal connections with families, which is critical in a supportive educational environment.
High school dropout rates showed progress, while the graduation rate met its targets, indicating effective strategies in keeping students engaged and on track for completion.
Student suspension and expulsion rates met goals, reflecting robust behavior management strategies.
Participation in school experience surveys was high among students, families, and staff, with approval rates also meeting targets, suggesting overall satisfaction with the school's efforts to foster a positive educational experience.

The school did not meet its goal for reducing chronic absenteeism. Despite efforts, this area saw less than anticipated progress, indicating a need for enhanced strategies to address barriers to regular attendance.
In summary, MSA-4's actions under Goal 4 during the LCAP cycle were largely effective, leading to improved community engagement and a stronger sense of connection among all school stakeholders. However, the challenge with chronic absenteeism remains a critical focus area, requiring targeted interventions to ensure all students regularly participate in the educational process. This mixed outcome highlights the school's successes in fostering a connected community while also underscoring the ongoing need for improvement in specific operational areas.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on past performance under LCAP Goal 4, MSA-4 plans to retain most elements aimed at fostering community connections but will introduce new strategies to improve Average Daily Attendance (ADA) and reduce chronic absenteeism. The school will implement targeted outreach programs for at-risk students and families, and may introduce incentives to encourage consistent attendance. Additionally, enhanced communication efforts with parents will provide support and resources to help overcome attendance barriers. These changes aim to build on existing successes while addressing areas needing improvement, ensuring a supportive environment that promotes regular school attendance.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

| |
|---|
| |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

| |
|---|
| |

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

| |
|---|
| |

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

| |
|---|
| |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

**Goal Analysis**

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-4 | Musa Avsar<br>Principal | mavsar@magnoliapublicschools.org<br>(310) 473-2464 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 9-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. Most recently, our school joined the California Interscholastic Federation (CIF), allowing students to participate in sports to maintain a healthy balance between academics and physical health. MSA-4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This

approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, fulfilling the intent of the California Charter Schools Act.

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Our Goals
Our objective through 2027 is to increase students' opportunities and potential for success. It is directly tied to MSA-4's academic and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 has established a culture of gathering input from parents, students, teachers, staff, and community members through multiple channels, including meetings, Town Hall events, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the school review and improvement process, including the development of our annual LCAP. Informational and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Language Advisory Committee (ELAC), Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, Staff Meetings, Department Meetings, Grade Level Meetings, and Home Visits. In addition, the school conducts surveys for parents, students, and teachers. Therefore, the LCAP is received by our community as a comprehensive planning tool.

Magnolia Science Academy-4 went through a thorough analysis of the data at hand (SBAC scores, MAP Scores, and teacher feedback based on class data) in an effort to target the areas of need to support growth. The Admin team, staff, and Parent Advisory Committee (PAC) all participate in developing the school-wide areas of the target for this school year. The team devised three goals, and under each goal, all eight state priorities were identified. The three overarching goals are (1) All students will pursue academic excellence and be college/career ready, (2) All students will become independent, innovative scholars, and (3) All students, families, staff, and other educational partners will feel a sense of community and connectedness.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

MSA-4 celebrates our successes around our graduation, reclassification rates, and college acceptance rates.
Our graduation rate continues to be strong. We have maintained a 90% or above rate for the last three years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they progress toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner through Edgenuity. This online platform allows students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in what they need. For the last three years, a high rate of each graduating class from Magnolia Science Academy - 4 has met the UC/CSU A-G requirements. Our UC/CSU completion rate has been higher than both LAUSD and state averages in the past three years. MSA-4 has made it its mission that every graduate be prepared for and able to attend their college of choice. Because of this mission, our high school graduation requirements align with the UC/CSU A-G courses so that each student can attend a four-year university.

MSA-4 celebrates the fact that we have actively created a college-going culture. As a result, our college acceptance rate has been fairly strong over the last three years.

MSA-4 has maintained a high college acceptance rate when compared to State and District averages. Our college acceptance rate fluctuates, but at least 50% of our students get accepted to 4-year colleges. Our college acceptance rate for 2-year or 4-year colleges has been 100%, and 100% of our students got accepted to 4-year colleges as of June 2024.

Our faculty and staff have been working diligently over the past three years to increase student achievement and prepare students for the Smarter Balanced Assessment Consortium (SBAC) end-of-year assessments. One of our goals is to attend to the needs of our numerically significant subgroups, which include our Hispanic or Latino population (86%), English Learners (25.6%), and our socioeconomically disadvantaged students (96%).

English Language Arts (ELA) Performance:
The historical SBAC proficiency rates for ELA at MSA-4 demonstrate a significant upward trend over the past few years. In 2019, only 27.12% of students met or exceeded the standards. This figure steadily increased, reaching 37.50% in 2022, and further improving to 44.44% in 2023. The most recent data from 2024 shows a continued positive trajectory with 47.46% of students meeting or exceeding the standards. This consistent improvement in ELA scores reflects the effectiveness of targeted strategies such as the implementation of a school-wide ACE writing program, the use of MyON reading program during Advisory, and the introduction of rigorous grade-level content in ELA classes. Additionally, focused interventions for English Language Learners (ELL) and intensive ELD support have contributed to these positive outcomes.

Mathematics Performance:

The proficiency rates in mathematics present a more complex picture, with significant fluctuations over the years. In 2019, only 8.47% of students met or exceeded the standards. This rate increased to 25.00% in 2022 but declined to 11.11% in 2023. However, the latest data from 2024 shows a slight improvement, with 15.25% of students meeting or exceeding the standards.

Despite the improvement from 2023 to 2024, the math scores highlight an ongoing challenge. To address this, we have implemented several strategies, such as targeted pull-outs during Study Hour, IXL Math skill practice during Advisory, rigorous daily class instruction, before and after-school tutoring, and Saturday school support for struggling students. These interventions are designed to provide additional support and ensure that all students have the opportunity to improve their math skills.

Targeted Interventions and Continuous Improvement:
Our dashboard data indicates that socioeconomically disadvantaged students, students with disabilities, and Hispanic students are our greatest areas of need. Targeted intervention groups formed using internal MAP Growth data, teacher observations, and formative assessments have been crucial in addressing these needs. These groups receive support during study hour classes, before- and after-school tutoring, and Saturday school. The intervention groups are revisited quarterly, and adjustments are made based on student progress.

Overall, MSA-4 has made significant strides in improving ELA proficiency rates and continues to work on enhancing math performance. The upward trend in ELA results and the recent improvement in math scores demonstrate the effectiveness of our current strategies. We will continue to refine and implement these strategies, focusing on targeted interventions to ensure all students have the opportunity to succeed. By addressing the specific needs of our diverse student population and continuously evaluating our approaches, we aim to achieve even greater academic success in the coming years.

Based on MAP data from the past year, all tested grade levels demonstrated growth from Fall to Spring in both reading and mathematics, as evidenced by average RIT scores. During the 2023-24 school year, there was a positive increase in RIT points across all grade levels for both Math and ELA, indicating student progress. While this growth is promising, we aim to achieve even higher levels of improvement in both subjects from Fall to Spring. Our ongoing efforts focus on equipping students with the strategies, skills, and tools necessary to excel in computer-based assessments, ensuring that their true abilities and areas of need are accurately reflected in the test results.

Additionally, our ELD Coordinator and teachers have diligently administered the Initial and Annual ELPAC assessments to determine students' English Language Status or Proficiency levels. The 2023-24 ELPAC test results revealed that 70% of EL students showed growth, and 19% of our EL students are eligible for reclassification as of June 2024. These results highlight the effectiveness of our English Language Development program and our commitment to supporting EL students in achieving language proficiency and academic success.


CHALLENGES

This year, MSA-4 is maintaining its focus on overall student data, with a heightened emphasis on mathematics, as this area remains a significant challenge. Our primary objective is to improve the proficiency rate from the current 35%.

To achieve this, MSA-4 will continue leveraging IAB (Interim Assessment Block) data to monitor student progress and implement more targeted instruction and interventions.

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-4

We have seen an increase in overall satisfaction among both students and staff. MSA-4 continues to implement PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support), and we will continue to provide professional development for staff in these areas.

Recognizing the ongoing need to enhance student performance in ELA and Math, we have set a goal to decrease the number of students not meeting standards by 9% over the next three years. Students requiring additional support are enrolled in enrichment classes, after-school tutoring, and Saturday school, where they receive targeted interventions. Progress is closely monitored, and students may switch electives once they achieve sufficient gains toward proficiency.

Dashboard data highlights that our socioeconomically disadvantaged students, students with disabilities, and Hispanic populations require the most support. Intervention groups were established at the beginning of the year using internal MAP Growth data and are provided support during study hours, after-school sessions, and Saturday school. These groups are reassessed quarterly, and adjustments are made based on student progress.

Various factors influence our ELL students' progress. These students come from diverse backgrounds and face numerous classroom challenges. Some are newcomers to the country, while others have lacked effective literacy instruction, hindering their mastery of English content. Many of our ELL students also have specific learning disabilities. Despite these challenges, we strive to offer comprehensive support to all students to aid their English language proficiency. Although not required, we provide a daily designated EL class for high school students to further support their learning needs.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-4

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | At MSA-4, engaging parents in the development of the Local Control and Accountability Plan (LCAP) is a priority. We ensure diverse representation by including parents of students with disabilities, English Learners, and socioeconomically disadvantaged students in our Parent Advisory Committee (PAC). Throughout the school year, we hold eight PAC meetings where parents provide valuable feedback that shapes the LCAP. Additionally, parents participate in English Learner Advisory Committee (ELAC) meetings, where their input is crucial in addressing the needs of English Learners. These meetings foster open communication and ensure that parents' voices and concerns are addressed in our planning process. |
| Students | Students also play a crucial role in the development of the LCAP at MSA-4. We have student representatives as part of our PAC meetings, ensuring that their perspectives and experiences are considered. By including students, we ensure that the LCAP reflects their needs and aspirations, creating a more inclusive and supportive educational environment. Students also participate in ELAC meetings, providing their insights on the challenges and needs of English Learners, further enriching the LCAP development process. |
| Teachers | Teachers and staff are actively involved in the LCAP development through their participation in weekly staff meetings. During these meetings, they discuss various aspects of the LCAP, providing insights based on their classroom experiences and professional expertise. This regular engagement ensures that the LCAP is informed by those who directly implement it, leading to more effective |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | and practical strategies. Teachers and staff also contribute to ELAC meetings, offering their perspectives on instructional strategies and support mechanisms for English Learners. |
| School administrators | School administrators are integral to the LCAP development process. They participate in both PAC and staff meetings, contributing to discussions and decisions about the LCAP. Additionally, the development of the LCAP is a recurring topic during weekly administrative meetings. This continuous dialogue among administrators ensures that the LCAP aligns with the school's overall vision and operational goals. Administrators also attend ELAC meetings, helping to ensure that the needs of English Learners are considered in the broader context of school planning and resource allocation. |
| Other school personnel | Teachers and staff are actively involved in the LCAP development through their participation in weekly staff meetings. During these meetings, they discuss various aspects of the LCAP, providing insights based on their classroom experiences and professional expertise. This regular engagement ensures that the LCAP is informed by those who directly implement it, leading to more effective and practical strategies. Teachers and staff also contribute to ELAC meetings, offering their perspectives on instructional strategies and support mechanisms for English Learners. |
| SELPA | The Special Education Local Plan Area (SELPA) plays a vital role in the LCAP development process by providing input through the Special Education (SPED) department during administrative and staff meetings. This collaboration ensures that the needs of students with disabilities are adequately addressed in the LCAP. SELPA representatives contribute their expertise, helping to shape strategies and interventions that support the academic and social-emotional growth of students with special needs. Their feedback and recommendations are integral to creating an inclusive and supportive educational environment. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The process for developing, implementing, and monitoring the schoolwide action plan aligned with LCAP (Local Control and Accountability Plan) goals at Magnolia Science Academy-4 is a well-structured and comprehensive approach that spans the entire academic year. It begins

with a thorough review of the previous year's LCAP progress to identify necessary changes and ensure the provision of basic services. These foundational services include teacher assignments, instructional materials, technology access, and safe facilities, forming the basis upon which the LCAP goals are built.

Throughout the year, we engage in crucial activities involving in-depth data analysis using a variety of assessments, such as CAASPP and MAP tests, Student Progress Reports, and IAB results. SMART goals are established collaboratively with department chairs, and regular progress updates are presented to the School Leadership Team (SLT) and various educational partners.

Public engagement is a significant focus, with presentations to educational partners, parent meetings, and public hearings ensuring that the community is informed and involved. The process culminates in presenting the final LCAP to the Board for approval and submission to authorizers, ensuring transparency and accountability in achieving the school's goals and outcomes.

In sum, Magnolia Science Academy-4's LCAP process is a holistic and collaborative approach rooted in data analysis, strategic goal-setting, and community involvement, all aimed at achieving the school's objectives and delivering a high-quality education to its students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 93.8% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|----------------------------|----------------------------------|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>33% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>97.0% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $12,300.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $98,600.13 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and copier fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| 1.3 | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. | $260,184.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $9,000.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $252,968.65 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 98% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 74% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: • All Students: 44.44% • English Learners: * • Socioeconomically Disadvantaged: 44.44% | | | 2025-26: • All Students: >= 47.00% • English Learners: * • Socioecon omically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 43.75%<br>• White: * | | | Disadvantaged: >= 47.00%<br>• Students with Disabilities: *<br>• Hispanic: >= 47.00%<br>• White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 15.4 points below standard<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 15.4 points below standard<br>• Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 15.8 points below standard<br>• White: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 5.0 points below standard<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 5.0 points below standard<br>• Students with Disabilities: *<br>• Hispanic: 5.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 80.2%<br>• English Learners: 78.9%<br>• Socioeconomically Disadvantaged: 78.8%<br>• Students with Disabilities: 66.7%<br>• Hispanic: 79.5%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 3.89 (CGP: 100th percentile)<br>• English Learners: CGI: 0.00 (CGP: 79th percentile)<br>• Socioeconomically Disadvantaged | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | : CGI: 3.81 (CGP: 100th percentile)<br>• Students with Disabilities: *<br>• Hispanic: CGI: 3.86 (CGP: 100th percentile)<br>• White: * | | | percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: * | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 11.11%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.11% | | | 2025-26:<br>• All Students: >= 20.00%<br>• English Learners: *<br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | - Students with Disabilities: * <br> - Asian: * <br> - Hispanic: 31.5% <br> - White: * | | | Disadvantaged: >= 20.00% <br> - Students with Disabilities: * <br> - Hispanic: >= 33.00% <br> - White: * | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <br> - All Students: 136.1 points below standard <br> - English Learners: * <br> - Socioeconomically Disadvantaged: 136.1 points below standard <br> - Students with Disabilities: * <br> - Asian: * <br> - Hispanic: 138.4 points below standard <br> - White: * | | | 2025-26: (2026 Dashboard) <br> - All Students: 95.0 points below standard <br> - English Learners: * <br> - Socioeconomically Disadvantaged: 95.0 points below standard <br> - Students with Disabilities: * <br> - Hispanic: 95.0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | points below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 74.7%<br>• English Learners: 73.7%<br>• Socioeconomically Disadvantaged: 73.3%<br>• Students with Disabilities: 71.4%<br>• Hispanic: 73.8%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth | 2023-24: (Fall to Spring)<br>• All Students: CGI: 4.58 (CGP: 100th percentile)<br>• English Learners: CGI: 0.00 (CGP: 50th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | norms (Source: NWEA MAP) | <ul><li>Socioeconomically Disadvantaged: CGI: 4.07 (CGP: 100th percentile)</li><li>Students with Disabilities: *</li><li>Hispanic: CGI: 4.66 (CGP: 100th percentile)</li><li>White: *</li></ul> | | | CGI >= 0 (CGP >= 50th percentile)<ul><li>Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)</li><li>Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)</li><li>Hispanic: CGI >= 0 (CGP >= 50th percentile)</li><li>White: *</li></ul> | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 | 2022-23: (2023 Dashboard) 61.1% | | | 2025-26: (2026 Dashboard) >= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (ELP) between prior and current year (Source: CA School Dashboard) | | | | | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 27.8% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 11.11%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.11%<br>• Students with Disabilities: *<br>• Hispanic: 12.5% | | | 2025-26:<br>• All Students: >= 30.00%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: >= 30.00%<br>• Students with Disabilities: *<br>• Hispanic: >= 30.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $753,143.38 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $5,131 | $24,131.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Teacher & admin stipends for Study Hour & Saturday school Resource: Title I, Part A; Amount: $50,932.31<br>• NWEA MAP testing fees: Resource: Title I, Part A; Amount: $17,234.5<br>• Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $5,000 | $265,257.23 | Yes |
| **2.4** | Designated and integrated ELD | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA | $0.00 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-4

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | programs and support for ELs | ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator stipend.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least | $255,877.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 13% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 90% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 72.0% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 44.44% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 11.11% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 58.3% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 16.0% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 36.0% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 96.0% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 0.00% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 47.8% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 46.7% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 52.2% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: | $145,133.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $16,218.33 | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. | $9,790.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $181,957.75 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 8 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 8 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 22 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 29.3% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 89.60% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) N/A% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: N/A | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 4.2% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 96.0% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 4.9% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 100.0% Families: 100.0% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 70.0% Families: 96.0% Staff: 94.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 75% Families: 95% Staff: 100% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 89.16% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $126,944.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• ParentSquare software fees: Resource: Title I, Part A: Amount: $600<br>• Home Visit Compensation: Resource: Title I, Part A: Amount: $4,236.75 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds: | $276,079.90 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Additional services for homeless students: Resource: Title I, Part A; Amount: $1,145 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services: 3010 Title 1: $500 | $500.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. | $125,570.63 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$601,223 | $44,247 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 28.129% | 1.493% | $17,697.52 | 29.622% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul><br>Goal 4: |

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| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | - Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

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| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

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| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li></ul> |

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| | | | assessment from fall to spring (Source: NWEA MAP) <br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) <br><br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) <br><br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

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| | | | School Dashboard) <br> • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP) <br> • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:** <br> Designated and integrated ELD programs and support for ELs <br><br> **Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2: <br> For all students, but particularly for the EL and LTEL student groups: |

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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>    LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. |   (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard) <br> • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:** <br> College/Career readiness programs and activities <br><br> **Need:** <br> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. <br><br> **Scope:** <br> LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3: <br> • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) <br> • Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) <br> • Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2: <br> • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br><br> Goal 3: <br> • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  |  | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) <br> • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) <br> • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul><br>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>   LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>  LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br><br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-4 will utilize the concentration grant add-on funds ($44,247) in the following manner:

MSA-4 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $2,137,405 | $601,223 | 28.129% | 1.493% | 29.622% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,878,934.60 | $787,793.18 | $4,790.00 | $126,193.89 | $2,797,711.67 | $1,958,349.39 | $839,362.28 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $12,300.00 | $12,300.00 | | | | $12,300.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $98,600.13 | $66,600.13 | $32,000.00 | | | $98,600.13 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $16,129.00 | $244,055.00 | $260,184.00 | | | | $260,184.00 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $9,000.00 | $9,000.00 | | | | $9,000.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $252,968.65 | $234,062.65 | $18,906.00 | | | $252,968.65 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $743,143.38 | $10,000.00 | $581,686.41 | $171,456.97 | | | $753,143.38 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $24,131.00 | $3,000.00 | $16,000.00 | | $5,131.00 | $24,131.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $242,022.73 | $23,234.50 | $130,225.40 | $61,865.02 | | $73,166.81 | $265,257.23 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $216,192.00 | $39,685.00 | $123,114.34 | $107,566.66 | | $25,196.00 | $255,877.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $135,133.00 | $10,000.00 | $128,914.67 | | | $16,218.33 | $145,133.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $9,790.00 | $5,000.00 | | $4,790.00 | | $9,790.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $114,964.75 | $66,993.00 | $173,464.75 | $8,493.00 | | | $181,957.75 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $119,344.00 | $7,600.00 | $122,107.25 | | | $4,836.75 | $126,944.00 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $264,849.90 | $11,230.00 | $10,000.00 | $264,934.90 | | $1,145.00 | $276,079.90 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $500.00 | | | | $500.00 | $500.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $106,570.63 | $19,000.00 | $19,000.00 | $106,570.63 | | | $125,570.63 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $2,137,405 | $601,223 | 28.129% | 1.493% | 29.622% | $600,987.07 | 0.000% | 28.118 % | **Total:** | $600,987.07 |
| | | | | | | | | **LEA-wide Total:** | $600,987.07 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $9,000.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $3,000.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $130,225.40 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $0.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $128,914.67 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-4

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $5,000.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $173,464.75 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $122,107.25 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $19,000.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $2,990,343.00 | $2,814,085.56 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $10,300 | $12,300.00 |
| 1 | 1.2 | Instructional materials and technology | No | $134,794 | $134,793.59 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $281,184 | $314,184.00 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $9,000 | $9,000.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $277,968 | $277,968.22 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $739,123 | $708,528.03 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $24,131 | $24,131.00 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $261,839 | $257,583.60 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | |
| 2 | 2.5 | Support for students with disabilities | No | $249,945 | $249,945.08 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $143,765 | $97,051.82 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $89,907 | $89,907.27 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $163,549 | $163,549.32 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $123,129 | $123,128.84 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $363,097 | $233,402.51 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $500 | $500.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $118,112 | $118,112.28 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $521,293 | $350,229.55 | $503,595.48 | ($153,365.93) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $9,000.00 | $9,000.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $2,000.00 | $3,000.00 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $126,593.90 | $126,593.90 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $5,000.00 | $86,594.02 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.00 | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $5,000.00 | $5,000.00 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $13,500.00 | $58,500 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $118,292.09 | $118,292.09 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $56,342.56 | $77,615.47 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $500.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $14,000.00 | $19,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $1,185,447 | $521,293 | 0.000% | 43.974% | $503,595.48 | 0.000% | 42.481% | $17,697.52 | 1.493% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

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is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

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**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

 o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 5
CDS Code: 19-10199-0137679
School Year: 2024-25
LEA contact information:
Ali Kaplan
Principal
akaplan@magnoliapublicschools.org
(818) 705-5676

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year



**Projected Revenue by Fund Source**

Total LCFF funds
$3,501,133
71 %

All other state funds,
$1,019,714 , 21%

All federal funds,
$341,709 , 7%

All local funds,
$41,713 , 1%

LCFF supplemental &
concentration grants,
$971,366 , 20%

All Other LCFF funds,
$2,529,767 , 51%

This chart shows the total general purpose revenue Magnolia Science Academy 5 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 5 is $4,904,269, of which $3,501,133 is Local Control Funding Formula (LCFF), $1,019,714 is other state funds, $41,713 is local funds, and $341,709 is federal funds. Of the $3,501,133 in LCFF Funds, $971,366 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

### Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $4,852,675 | Total Budgeted Expenditures in the LCAP $4,852,675 |

This chart provides a quick summary of how much Magnolia Science Academy 5 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 5 plans to spend $4,852,675.12 for the 2024-25 school year. Of that amount, $4,852,675.12 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 5 is projecting it will receive $971,366 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 5 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy 5 plans to spend $1,214,948.12 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

- □ Total Budgeted Expenditures for High Needs Students in the LCAP: **$747,442**
- □ Actual Expenditures for High Needs Students in LCAP: **$739,622**

(Axis: $ 0 — $ 200,000 — $ 400,000 — $ 600,000 — $ 800,000)

This chart compares what Magnolia Science Academy 5 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 5's LCAP budgeted $747,442.26 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 5 actually spent $739,621.55 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-7,820.709,999,999,963 had the following impact on Magnolia Science Academy 5's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 5 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 5 | Ali Kaplan<br>Principal | akaplan@magnoliapublicschools.org<br>(818) 705-5676 |

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 93.0% | 2021-22: (Spring 2021 to Fall 2021) 93% | 2022-23: (Fall 2021 to Fall 2022) 75%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 60% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.0% | 2021-22: (As of 5/12/22) 94.8% | 2022-23: (As of 5/12/23) 95.8% | 2023-24: (As of 12/15/23) 95.3% | 2023-24: 97.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-5 has met number of metrics in Goal1. Teacher retention will be an area of focus to sustain the consistency in staffing.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $17,755
Actual: $17,755
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $310,157
Actual: $310,157
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $357,165
Actual: $357,165
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $24,360
Actual: $24,360
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $347,839
Actual: $347,839
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MSA-5's Budgeted Expenditures and Estimated Actual Expenditures are matching.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The actions and budgetary plans have been effective. MSA-5 has plans to improve staff satisfaction in order to improve the retention.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|--------|-------------|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 95% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 95% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 98% | 2021-22: (As of 5/13/22) 94.8% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 88% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 73% | 2021-22: (First semester) 90% | 2022-23: (First semester) 70% | 2023-24: (First semester) 62% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 73.9 | 2021-22: (As of 5/13/22) 91.7 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 75.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 46.96%<br>• English Learners: 6.12%<br>• Socioeconomically Disadvantaged: 47.83%<br>• Students with Disabilities: 17.39%<br>• Homeless: 41.67%<br>• Hispanic: 47.44% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 45.34%<br>• English Learners: 8.89%<br>• Socioeconomically Disadvantaged: 43.36%<br>• Students with Disabilities: 29.17%<br>• Hispanic: 43.36%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23:<br>• All Students: 45.04%<br>• English Learners: 12.0%<br>• Socioeconomically Disadvantaged: 42.86%<br>• Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 43.36%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 35.88% | 2022-23:<br>• All Students: 50.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 50.00%<br>• Students with Disabilities: 2.200%<br>• Homeless: 46.00%<br>• Hispanic: 50.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 47.02%</li><li>English Learners: 9.09%</li><li>Students with Disabilities: 37.50%</li><li>Hispanic: 45.11%</li><li>White: 50.00%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 45.98%</li></ul> | CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 44.00%</li><li>English Learners: 21.88%</li><li>Students with Disabilities: 41.18%</li><li>Hispanic: 41.90%</li><li>White: 33.33%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 47.31%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 11.5 points below standard</li><li>English Learners: 43.3 points</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the | 2021-22: (2022 Dashboard)<ul><li>All Students: 2.8 points below standard</li><li>English Learners: 50.4 points</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 0.5 points above standard</li><li>English Learners: 54.2 points</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 5.0 points below standard</li><li>English Learners: 37.0 points</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | below standard<br>• Socioeconomically Disadvantaged: 13.1 points below standard<br>• Students with Disabilities: 72.7 points below standard<br>• Homeless: 23.7 points below standard<br>• Hispanic: 13.1 points below standard | Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 85.0%<br>• English Learners: 88.4%<br>• Students with Disabilities: 86.7%<br>• Hispanic: 86.9%<br>• White: N/A | below standard<br>• Socioeconomically Disadvantaged: 9.2 points below standard<br>• Students with Disabilities: 33.5 points below standard<br>• Homeless: *<br>• Hispanic: 8.2 points below standard | below standard<br>• Socioeconomically Disadvantaged: 3.4 points below standard<br>• Students with Disabilities: 35.9 points below standard<br>• Asian: *<br>• Hispanic: 2.7 points below standard<br>• White: * | below standard<br>• Socioeconomically Disadvantaged: 7.0 points below standard<br>• Students with Disabilities: 66.0 points below standard<br>• Homeless: 17.0 points below standard<br>• Hispanic: 7.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 60.4%<br>• English Learners: 59.0%<br>• Socioeconomically | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 85.0%<br>• English Learners: 88.4% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 54.4%<br>• English Learners: 63.6% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 85.5%<br>• English Learners: 86.0% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 65.0%<br>• Socioeconomically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 59.4%<br>• Students with Disabilities: 56.3%<br>• Hispanic: 62.7%<br>• White: 45.5% | • Socioeconomically Disadvantaged: 83.0%<br>• Students with Disabilities: 86.7%<br>• Hispanic: 86.9%<br>• White: N/A | • Socioeconomically Disadvantaged: 52.5%<br>• Students with Disabilities: 61.5%<br>• Hispanic: 53.1%<br>• White: 60.00% | • Socioeconomically Disadvantaged: 79.3%<br>• Students with Disabilities: 93.1%<br>• Hispanic: 85.3%<br>• White: * | Disadvantaged: 65.0%<br>• Students with Disabilities: 65.0%<br>• Hispanic: 65.0%<br>• White: 65.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 38.67%<br>• English Learners: 10.02%<br>• Socioeconomically Disadvantaged: 38.51%<br>• Students with Disabilities: 30.44%<br>• Homeless: 41.67%<br>• Hispanic: 37.82% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP | 2021-22:<br>• All Students: 22.36%<br>• English Learners: 13.33%<br>• Socioeconomically Disadvantaged: 18.18%<br>• Students with Disabilities: 12.50%<br>• Hispanic: 20.28%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2022-23:<br>• All Students: 34.29%<br>• English Learners: 26.47%<br>• Socioeconomically Disadvantaged: 35.20%<br>• Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 34.17%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 62.20% | 2022-23:<br>• All Students: 41.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 41.00%<br>• Students with Disabilities: 33.00%<br>• Homeless: 43.00%<br>• Hispanic: 41.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 14.47%<br>• English Learners: 1.92%<br>• Students with Disabilities: 4.17%<br>• Hispanic: 13.48%<br>• White: 12.50%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 45.98% | percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 25.36%<br>• English Learners: 16.28%<br>• Students with Disabilities: 11.76%<br>• Hispanic: 22.88%<br>• White: 22.22%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 42.39% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA | 2018-19: (2019 Dashboard)<br>• All Students: 17.9 points below standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, | 2021-22: (2022 Dashboard)<br>• All Students: 67.0 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 49.4 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 11.0 points below standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School Dashboard (Source: CA School Dashboard) | <ul><li>English Learners: 43.5 points below standard</li><li>Socioeconomically Disadvantaged: 18.6 points below standard</li><li>Students with Disabilities: 58.0 points below standard</li><li>Homeless: 26.2 points below standard</li><li>Hispanic: 21.6 points below standard</li></ul> | the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 81.5%</li><li>English Learners: 86.2%</li><li>Students with Disabilities: 87.1%</li><li>Hispanic: 79.8%</li><li>White: N/A</li></ul> | <ul><li>English Learners: 100.6 points below standard</li><li>Socioeconomically Disadvantaged: 75.1 points below standard</li><li>Students with Disabilities: 92.1 points below standard</li><li>Homeless: *</li><li>Hispanic: 74.0 points below standard</li></ul> | <ul><li>English Learners: 52.1 points below standard</li><li>Socioeconomically Disadvantaged: 49.4 points below standard</li><li>Students with Disabilities: 69.8 points below standard</li><li>Asian: *</li><li>Hispanic: 53.3 points below standard</li><li>White: *</li></ul> | <ul><li>English Learners: 37.0 points below standard</li><li>Socioeconomically Disadvantaged: 12.0 points below standard</li><li>Students with Disabilities: 50.0 points below standard</li><li>Homeless: 20.0 points below standard</li><li>Hispanic: 15.0 points below standard</li></ul> |
| Percentage of students meeting their growth targets on the Measures of | 2020-21:<ul><li>All Students: 59.3%</li></ul> | Fall 2021 to Spring 2022 MAP Mathematics - Percent | Fall 2022 to Spring 2023 MAP Mathematics - Percent | Fall 2023 to Spring 2024 MAP Mathematics - Percent | 2023-24:<ul><li>All Students: 70.0%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | <ul><li>English Learners: 59.1%</li><li>Socioeconomically Disadvantaged: 59.0%</li><li>Students with Disabilities: 65.6%</li><li>Hispanic: 59.2%</li><li>White: 72.7%</li></ul> | Met Growth Projection:<ul><li>All Students: 81.5%</li><li>English Learners: 86.2%</li><li>Socioeconomically Disadvantaged: 79.9%</li><li>Students with Disabilities: 87.1%</li><li>Hispanic: 79.8%</li><li>White: N/A</li></ul> | Met Growth Projection:<ul><li>All Students: 68.5%</li><li>English Learners: 70.0%</li><li>Socioeconomically Disadvantaged: 67.3%</li><li>Students with Disabilities: 79.2%</li><li>Hispanic: 68.9%</li><li>White: 60.0%</li></ul> | Met Growth Projection:<ul><li>All Students: 86.6%</li><li>English Learners: 86.2%</li><li>Socioeconomically Disadvantaged: 87.4%</li><li>Students with Disabilities: 82.8%</li><li>Hispanic: 85.3%</li><li>White: *</li></ul> | <ul><li>English Learners: 70.0%</li><li>Socioeconomically Disadvantaged: 70.0%</li><li>Students with Disabilities: 70.0</li><li>Hispanic: 70.0%</li><li>White: 75.0%</li></ul> |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 56.3% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<ul><li>Level 4: 22.37%</li><li>Level 3: 39.47%</li><li>Level 3: 9.21%</li></ul> | 2021-22: (2022 Dashboard) 67.7% | 2022-23: (2023 Dashboard) 63.2% | 2022-23: (2023 Dashboard) 57.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Level 1: 21.05% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 4.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2021 ELPAC Percentage of Students Level 4: 22.37% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 22.08% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 28.75% | 2023-24: 13.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 11.54%<br>• English Learners: 0.00%<br>• Students with Disabilities: 11.63%<br>• Hispanic: 9.30% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 14.41%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 11.76%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 13.13% | 2022-23:<br>• All Students: 13.73%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.63%<br>• Students with Disabilities: *<br>• Hispanic: 13.33% | 2022-23:<br>• All Students: 16.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 16.00%<br>• Hispanic: 16.00% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The data indicates that the planned actions were largely effective in achieving the desired outcomes. In the previous year, the school maintained a high level of program and service delivery, ensuring equitable access for all students. Classroom observations completion is at 88% currently, closed to the desired 100%.Percentage of students with grades "C" or better in core subjects dropped to 62%, below the desired 80%. MAP-Reading and MAP-Mathematics assessments showed a decline in the percentage of students meeting growth targets. Distance from Standard (DFS) on CAASPP assessments showed improvement but did not meet the desired outcomes. However, challenges were observed in classroom observations and student performance in core subjects and standardized tests. Percentage of programs and services provided consistently remained high, close to the desired 100%. Access to programs and services for unduplicated students and individuals with exceptional needs was consistently met. State standards implementation for all students was maintained at 100%. The percentage of students meeting or exceeding the CAASPP-ELA/Literacy standards met the desired outcome of 50%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $931,603
Actual: $979,803
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $47,697
Actual: $47,697
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $459,153
Actual: $459,153
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $85,297
Actual: $85,297

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $567,891
Actual: $563,999
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The percentage of students meeting or exceeding standards on the CAASPP-ELA/Literacy assessments reached the desired outcome of 50% by 2022-23. The Distance from Standard (DFS) also showed improvement, with students performing above the standard in Year 2. The percentage of students receiving a grade of "C" or better in core subjects decreased to 62% in Year 3, which is below the desired 80%. This indicates that additional support and interventions are needed to improve student performance in core subjects.

MAP Assessments: The percentage of students meeting growth targets on MAP assessments showed a significant decline. In MAP-Reading, the percentage dropped to 36.9% (fall to fall) in Year 3, far below the desired 65%. Similarly, MAP-Mathematics saw a drop to 42.5%, indicating that the actions taken were not effective in supporting student growth as measured by these assessments. Mathematics Performance: While there was improvement in the percentage of students meeting or exceeding standards on the CAASPP-Mathematics assessments, the outcome of 41% in Year 3 was still below the desired 50%. The DFS for Mathematics showed improvement but did not meet the desired outcome of being only 10 points below standard. MSA-5 will have targeted interventions for core subjects by implementing specific support programs and interventions to help students achieve better grades in core subjects and enhancing MAP Assessment Strategies by developing and implement strategies to support student growth on MAP assessments, including targeted instruction and personalized learning plans.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the analysis of data from the past three years, it is clear that while some areas have seen success, there are critical areas needing improvement. The changes outlined above are designed to address the specific issues identified and to improve the overall effectiveness of our actions in achieving the goal of academic excellence and college/career readiness for all students. These changes are informed by a careful reflection on prior practice and an understanding of the areas that require focused attention and support.

By implementing these changes, MSA-5 aims to enhance the quality of education and support provided to all students, ensuring that they have the resources and opportunities needed to succeed academically and be prepared for their future endeavors.

For Student Performance in Core Subjects;

Issue: The percentage of students receiving a grade of "C" or better in core subjects decreased to 62% in Year 3, below the desired 80%.

Action: Implement targeted interventions and support programs to help students improve their performance in core subjects. This includes additional tutoring, after-school programs, and summer enrichment activities focused on core subjects.

For MAP Assessments:

Issue: The percentage of students meeting growth targets on MAP assessments showed a significant decline. In MAP-Reading, the percentage dropped to 36.9% (fall to fall) in Year 3, far below the desired 65%. Similarly, MAP-Mathematics saw a drop to 42.5%.

Action: Develop and implement strategies to support student growth on MAP assessments. This includes personalized learning plans for students, targeted instruction based on MAP assessment data, and professional development for teachers on using MAP data to inform instruction.

For Mathematics Performance:

Issue: The percentage of students meeting or exceeding standards on the CAASPP-Mathematics assessments was 41% in Year 3, below the desired 50%. The DFS for Mathematics also did not meet the desired outcome of being only 10 points below standard.

Action: Provide additional resources and support for Mathematics instruction. This includes hiring additional math specialists, incorporating more technology and hands-on learning opportunities in math instruction, and offering professional development for teachers focused on effective math teaching strategies.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: N/A | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 48.1% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 72.2% | 2022-23: (2023 Dashboard) 60.5% | 2022-23: (2023 Dashboard) 70.00% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 63.63% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 61.11%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 73.08%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 34.38% | 2022-23: 68.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. <br><br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: <br> • Grade 11 Students: 55.88% <br><br> IAB ELA Level 3 and 4 Projection (5/13/22): <br> • Grade 11 Students: 32.54% | ELA/Literacy assessments. <br><br> Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <br> • Grade 11 Students: 77.27% <br><br> IAB ELA Level 3 and 4 Projection (5/12/23): <br> • Grade 11 Students: 60.19% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 54.54% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. <br><br> We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 19.44% <br><br> We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 62.96% <br><br> IAB Math Level 3 and 4 Projection (1/22/24): <br> • Grade 11 Students: 53.33% | 2022-23: 60.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 13.89%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 66.25% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 25.93%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 65.00% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 67.9% | 2020-21: 55.0% | 2021-22: 16.2% | 2022-23: 35.6% | 2022-23: 70.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 100.0% | 2020-21: 55.0% | 2021-22: 44.4% | 2022-23: 11.1% | 2022-23: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 8.7% | 2021-22: (As of 5/13/22) 11.1% | 2021-22: (2022 Dashboard) 10.7% <br><br> 2022-23: (As of 5/12/23) 55.6% | 2022-23: (As of 5/20/24) 68.0% | 2022-23: (2023 Dashboard) 30.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 100.0% | 2020-21: 81.85% <br><br> 2021-22: (As of 5/13/22) 88.9% | 2021-22: (CDE DataQuest) 88.9% <br><br> 2022-23: (As of 5/12/23) 94.4% | 2022-23 (CDE DataQuest): 94.3% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 34.8% | 2021-22: (As of 5/13/22) 33.3% | 2021-22: (CDE DataQuest) 33.3% <br><br> 2022-23: (As of 5/12/23) 33.3% | 2022-23 (CDE DataQuest): 28.6% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 39.1% | 2021-22: (As of 5/13/22) 22.2% | 2021-22: (CDE DataQuest) 22.2% <br><br> 2022-23: (As of 5/12/23) 47.2% | 2022-23 (CDE DataQuest): 48.6% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 34.8% | 2021-22: (As of 5/13/22) 48.1% | 2022-23: (As of 5/12/23) 50.0% | 2023-24: (As of 5/20/24) 56.0% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 78.0% | 2021-22: (As of 5/13/22) 93% | 2022-23: (As of 5/12/23) 100.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 95.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 39.0% | 2021-22: (As of 5/13/22) 81% | 2022-23: (As of 5/12/23) 94% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 50.0% |
| College-Going Rate (Source: CDE DataQuest) | N/A | Class of 2019 data is not available. | Class of 2019: N/A% <br><br> Class of 2020: * | Class of 2021: 34.8% | Class of 2021: 50.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 2% | 2021-22: (As of 5/13/22) 1% | 2022-23: (As of 5/12/23) 6% | 2023-24: (As of 5/20/24) 11% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 86% | 2021-22: (As of 5/13/22) 99% | 2022-23: (As of 5/12/23) 99% | 2023-24: (As of 5/20/24) 97% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

College Career Indicator (CCI):
Outcome: The actual outcome for CCI in 2023-24 (72.0%) exceeded the desired outcome for Year 3 (70%) and Year 2 (65%).
Implementation: The success can be attributed to effective college counseling and career readiness programs, indicating planned actions were successfully implemented.

CAASPP Assessments:
ELA: The percentage of students meeting or exceeding standards in 11th grade ELA remained stable at 73.08%, above the desired outcome for Year 3 (68%) and Year 2 (66%).
Mathematics: The percentage remained at 62.96% with the junior class, surpassing the desired outcome for Year 3 (60%) and Year 2 (57%). This consistency suggests effective implementation of instructional strategies.

AP Exam Performance:

Outcome: The percentage of AP exam takers with scores of 3 or higher (35.6%) and seniors passing an AP exam during high school (11.1%) were significantly below desired outcomes.
Implementation: These results indicate a gap in the effectiveness of AP preparation programs and highlight the need for additional resources and support for AP students.

College Coursework Completion:
Outcome: The percentage of seniors completing college coursework (68.0%) exceeded both the desired Year 3 (30%) and Year 2 (25%) outcomes.
Implementation: This improvement reflects successful support for dual enrollment and college-level coursework initiatives.

UC/CSU Requirements:
Outcome: The percentage of graduates meeting UC/CSU requirements (100%) exceeded the desired outcomes for Year 3 (95%) and Year 2 (95%).
Implementation: This success highlights effective academic preparation and guidance for college readiness.

Seal of Biliteracy and Golden State Seal Merit Diploma:
Seal of Biliteracy: Achieved 64.0%, significantly higher than the desired outcome for Year 3 (30%).
Golden State Seal: Achieved 48.0%, higher than the desired outcome for Year 3 (30%).
Implementation: These results indicate strong language and academic programs supporting student achievements.

College Acceptance:
Outcome: The percentage of high school completers accepted to a 4-year or 2-year college (100%) and those accepted to a 4-year college (100%) both exceeded desired outcomes.
Implementation: Reflects effective college counseling and preparation programs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $93,809
Actual: $97,899
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $1.06
Actual: $1.06

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $120,863
Actual: $120,863
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $135,506
Actual: $135,506
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $223,125
Actual: $238,885
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

College Career Indicator (CCI):*The enhanced college counseling and career readiness programs significantly improved the percentage of students earning "Prepared" on the CCI. The outcome increased from 60.5% in Year 3 to 72.0% in 2023-24, surpassing the desired outcomes for both Year 3 and Year 2. This indicates that the actions taken to enhance college counseling and readiness programs were highly effective.

CAASPP-ELA and CAASPP-Mathematics Assessments:** Targeted instructional strategies and interventions for Grade 11 students were implemented successfully, resulting in substantial improvements. The percentage of students meeting or exceeding standards in ELA rose to 73.08%, consistently above the desired outcomes. Similarly, in Mathematics, the percentage increased to 62.96%, also exceeding the targets. These results demonstrate that the actions taken to support instructional strategies were effective in improving student performance on CAASPP assessments.

AP Exam Performance: Despite efforts to offer AP preparation courses and study sessions, the percentage of students achieving a score of 3 or higher on AP exams remained significantly below the desired outcomes. The percentage of all AP exam takers scoring 3 or higher was

only 35.6%, and the percentage of seniors passing an AP exam during high school was just 11.1%. These outcomes suggest that the actions taken to support AP exam preparation were ineffective, highlighting the need for more robust support programs.

College Coursework Completion: The promotion of dual enrollment opportunities and support for college coursework proved highly effective. The percentage of seniors completing at least one semester of college coursework rose to 68.0% in 2023-24, well above the desired outcomes for both Year 3 and Year 2. This success indicates that the actions taken to support dual enrollment and college coursework were effective.

UC/CSU Requirements and College Acceptance: Strengthened academic advising and enhanced college application support were highly effective, as reflected in the outcomes. The percentage of graduates meeting UC/CSU requirements increased to 100%, and the acceptance rates to both 4-year and 2-year colleges also reached 100%. These results demonstrate that the actions taken in these areas were highly effective, ensuring strong academic preparation and college readiness.

Seal of Biliteracy and Golden State Seal Merit Diploma: Programs supporting language proficiency and academic excellence were successful. The percentage of graduates earning a Seal of Biliteracy reached 64.0%, and those earning a Golden State Seal Merit Diploma achieved 48.0%, both exceeding the desired outcomes. These results indicate that the actions supporting these achievements were highly effective.

In summary, the specific actions taken under Goal 3 showed varied effectiveness. Actions related to college readiness, dual enrollment, UC/CSU requirements, and language proficiency were highly successful and achieved the desired results. However, actions aimed at improving AP exam performance were ineffective, necessitating enhanced support and preparation programs for AP students. Moving forward, MSA-5 should maintain and build upon the successful strategies while addressing the gaps in AP exam preparation to achieve better outcomes in future LCAP cycles.

Next Steps:
To address the identified gaps, it is essential to implement additional AP tutoring sessions and resources to better prepare students for AP exams. Concurrently, MSA-5 should continue and expand the successful college counseling, dual enrollment, and academic advising programs. Additionally, targeted interventions should be implemented to support students in achieving the Seal of Biliteracy and the Golden State Seal Merit Diploma, ensuring all students have the opportunity to excel and be college/career ready.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.
Based on the analysis of the past three years, significant changes will be implemented to improve the effectiveness of Goal 3. The current AP preparation courses and study sessions did not yield the desired outcomes, as indicated by the low percentages of students scoring 3 or

higher on AP exams and seniors passing AP exams during high school. The ineffectiveness of the existing support for AP exam preparation was due to a lack of personalized tutoring, inadequate study resources, and insufficient practice opportunities. To address this, a comprehensive AP support program will be implemented, including personalized tutoring, more study materials, intensive review sessions, and teacher training.

Conversely, actions promoting dual enrollment and supporting college coursework were highly effective, with a significant increase in seniors completing college coursework with a grade of C minus or better. The effectiveness of these actions was due to collaboration with local colleges and providing necessary support to students. Therefore, we will expand partnerships with colleges, increase support services, and run awareness campaigns about dual enrollment benefits.

Strengthened academic advising and enhanced college application support were also highly effective, resulting in high percentages of graduates meeting UC/CSU requirements and acceptance rates to colleges. This success can be attributed to comprehensive advising, effective application support, and strong communication. To sustain these actions, we will offer more advising sessions, conduct workshops on applications and financial aid, and increase parent engagement.

Additionally, actions supporting the Seal of Biliteracy and Golden State Seal Merit Diploma were effective, achieving high percentages of students earning these recognitions. We will continue and strengthen these actions by providing more resources for language programs and expanding recognition programs to encourage academic excellence.

In summary, MSA-5 will implement significant changes to improve AP exam preparation and continue successful strategies in dual enrollment, college readiness, and language proficiency programs. These changes aim to address gaps and build on effective practices to ensure all students achieve academic excellence and are well-prepared for college and their future careers. By implementing these new and strengthened approaches, we aim to enhance the overall effectiveness of Goal 3 and achieve better outcomes in the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 5 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 5 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 3 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 8 | 2022-23: (As of 5/12/23) 7 | 2023-24: (As of 5/20/24) 6 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 5 | 2021-22: (As of 5/13/22) 11 | 2022-23: (As of 5/12/23) 19 | 2023-24: (As of 5/20/24) 18 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>11.4% | 2021-22: (As of 5/13/22)<br>34.2% | 2022-23: (As of 5/12/23)<br>43.3% | 2023-24: (As of 5/20/24)<br>29.2% | 2023-24:<br>20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>96.83% | 2021-22: (P-2 ADA)<br>89.26% | 2022-23: (P-2 ADA)<br>90.44% | 2023-24: (P-2 ADA)<br>91.93% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>7.5% | 2021-22: (As of 5/13/22)<br>35.0% | 2021-22: (2022 Dashboard)<br>30.3%<br><br>2022-23: (As of 5/12/23)<br>33.5% | 2022-23: (2023 Dashboard)<br>30.8%<br><br>2023-24: (As of 5/31/24)<br>30.1% | 2022-23: (2023 Dashboard)<br>9.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0.00% | 2023-24: (As of 6/3/24)<br>5.1% | 2023-24:<br>0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20:<br>0.0% | 2020-21:<br>0.0% | 2021-22: (CDE DataQuest)<br>0.00%<br><br>2022-23: | 2022-23: (CDE DataQuest)<br>7.9% | 2022-23: (CDE DataQuest):<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2.8% | 2023-24: (As of 6/3/24) 8.0% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 100.0% | 2020-21: (2021 Dashboard) 100% | 2021-22: (2022 Dashboard) 96.4% <br><br> 2022-23: (As of 5/12/23) 100.0% | 2022-23: (2023 Dashboard) 92.3% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 0.4% | 2021-22: (2022 Dashboard) 0.4% <br><br> 2022-23: (As of 5/12/23) 2.4% | 2022-23: (2023 Dashboard) 2.3% <br><br> 2023-24: (As of 5/31/24) 1.3% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0% | 2021-22: (CDE DataQuest) 0.00% <br><br> 2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00% <br><br> 2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 98.3% Families: 96.8% Staff: 100.0% | 2021-22: Students:98.7% Families: 70.8% Staff: 100.0% | 2022-23: Students: 100.0% Families: 87.6% Staff: 100.0% | 2023-24: Students: 100.0% Families: 100.0% Staff: 96.3% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 76% Families: 97% Staff: 93% | 2021-22: Students: 70.0% Families: 96.0% Staff: 92.0% | 2022-23: Students: 68% Families: 96% Staff: 93% | 2023-24: Students: 67.0% Families: 96.0% Staff: 80.0% | 2023-24: Students: 75% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 83% | 2021-22: (Spring 2021 to Fall 2021) 75% | 2022-23: (Spring 2022 to Fall 2022) 85% | 2023-24: (Spring 2023 to Fall 2023) 83.25% | 2023-24: (Spring 2023 to Fall 2023) 85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The plan to organize 5 parent engagement activities/events, PAC/ELAC meetings were significantly surpassed, with 18 events being held as of May 2024. This reflects the school's successful efforts to engage parents through a variety of events, showing a proactive approach in organizing diverse activities that contributed significantly to achieving and surpassing the goal. The plan to send 4 progress reports to parents was effectively implemented, ensuring regular communication with parents about student progress.

Teachers were expected to visit 20% of students' homes, but they exceeded this target by visiting 32.4% of students. This demonstrates a strong commitment by teachers to engage with families directly, helping to build stronger relationships and support networks. On the other hand, the Average Daily Attendance (ADA) rate fell short of the 97% target, achieving only 91.93%. This shortfall indicates challenges in maintaining high attendance, likely due to factors such as illness, transportation issues, and engagement levels. More targeted interventions and support mechanisms are needed to address these issues.

The goal was to reduce the chronic absenteeism rate to 9.0%, but the actual rate was 28.8%. This significantly higher rate of chronic absenteeism highlights the ineffectiveness of current strategies. Contributing factors might include health issues, disengagement, and socio-economic challenges, necessitating more comprehensive support and monitoring. The plan aimed to maintain a 0% middle school dropout rate, but the actual rate was 5.1%, suggesting that additional support and intervention programs are needed to retain middle school students, especially those at risk. Similarly, despite the desired 0% high school dropout rate, the actual rate was 4.0%, indicating a need for enhanced engagement and support, particularly for students facing significant challenges.

The target was a 100% graduation rate, which was successfully achieved. This reflects the successful implementation of support programs and academic guidance. The goal of a 0% student suspension rate was slightly missed, with a suspension rate of 0.9%, indicating the need

for stronger behavior intervention programs to maintain a conducive learning environment. However, the 0% expulsion rate was met, showing effective behavior management and support systems were in place.

Survey participation rates had a target of 95% for students, families, and staff. Student participation was 99%, staff participation was 96.3%, and family participation was 88.4%. While student and staff participation met or exceeded targets, family participation fell short, highlighting the need for enhanced communication and engagement efforts to improve family participation. The target approval rates were set at 75% for students, and 95% for families and staff. The actual approval rates were 67% for students, 96% for families, and 80% for staff. The student and staff approval rates did not meet the targets, indicating areas for improvement in addressing their needs and concerns. Finally, the goal for the student retention rate was set at 85%, but the actual rate was 83%. This slight shortfall suggests a need for improved retention strategies and support mechanisms to keep students engaged and enrolled.

The implementation of Goal 4 saw successes in areas such as parent engagement, home visits, and graduation rates, indicating effective actions. However, challenges remain in meeting targets for attendance, absenteeism, and student approval rates. Adjustments and enhanced strategies are needed to address these areas and ensure all educational partners feel connected and supported.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $217,746
Actual: $217,746
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $331,825
Actual: $337,325
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4

Budgeted: $1,233
Actual: $1,233
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $261,616
Actual: $261,616
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

1. Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) Meetings:
The planned number of PAC and ELAC meetings was designed to enhance parental involvement and effectively address the needs of English learners reaching our goals with the number of meetings.

2. Parent Engagement Activities:
The school set a goal of 5 parent engagement activities per year, but surpassed this significantly with 18 activities. This action was highly effective, demonstrating a strong commitment to engaging parents through diverse and frequent events. This success indicates that the school's strategies in this area are well-implemented and have a positive impact on building a supportive community.

3. Progress Reports to Parents:
Consistently sending 4 progress reports per year, the school met its goal, ensuring parents were regularly informed about their children's academic progress. This action was effective in maintaining transparent communication and keeping parents engaged in their children's education.

4. Home Visits by Teachers:
Teachers exceeded the target of 20% home visits, achieving 32.4%. This action was highly effective in building stronger relationships between the school and families, offering personalized support, and fostering a sense of community. The significant increase in home visits reflects the dedication of teachers to engage with students' families.

5. Average Daily Attendance (ADA) Rate:
The target ADA rate of 97% was not met, with an actual rate of 91.93%. This highlights an ineffectiveness in maintaining high attendance rates, suggesting that the current strategies were insufficient. Factors such as illness, transportation issues, and student engagement need to be addressed through targeted interventions to improve attendance.

6. Chronic Absenteeism Rate:
The goal to reduce chronic absenteeism to 9.0% was not achieved, with an actual rate of 28.8%. This significant discrepancy highlights the ineffectiveness of current strategies to mitigate absenteeism. Addressing underlying issues such as health, socio-economic challenges, and student disengagement will require a comprehensive approach.

7. Middle and High School Dropout Rates:
The target of maintaining a 0% dropout rate was not met, with actual rates of 5.1% for middle school and 4.0% for high school. These outcomes indicate the ineffectiveness of current retention strategies, necessitating more robust support systems for at-risk students to prevent dropouts.

8. Graduation Rate:
The goal of a 100% graduation rate was successfully achieved, reflecting the effectiveness of academic support programs and guidance provided to students. This success demonstrates that the strategies for preparing students for graduation were well-implemented and effective.

9. Student Suspension and Expulsion Rates:
The target for a 0% suspension rate was not met, with an actual rate of 0.9%, indicating that behavior management programs need enhancement. However, maintaining a 0% expulsion rate shows effective handling of severe behavioral issues, indicating that the strategies in place were successful in preventing expulsions.

10. Survey Participation and Approval Rates:
Student survey participation exceeded the 95% target, reaching 99%, while family participation fell short at 88.4%. Staff participation was slightly below the 100% target at 96.3%. These results show mixed effectiveness, with high student engagement but a need for improved family participation strategies. The approval rates for students (67%) and staff (80%) did not meet the targets, indicating areas where the school's environment and support could be improved. Family approval rates met the target at 96%, reflecting positive feedback from families.

11. Student Retention Rate:
The target retention rate of 85% was nearly achieved, with an actual rate of 83%. This suggests a need for improved retention strategies to keep students engaged and enrolled.

While some actions under Goal 4 were effective, such as parent engagement activities, home visits, and graduation rates, others fell short, such as attendance, absenteeism, and survey approval rates. The ineffectiveness in these areas highlights the need for revised strategies and more targeted interventions. Reassessing and adjusting approaches, particularly where goals were not met, will be essential to ensure continuous improvement and better support for all educational partners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis and the data provided in the Dashboard and other local data, several changes have been made to Goal 4, expected outcomes, metrics, and actions to achieve this goal. The objective remains to ensure all students, families, staff, and educational partners have access to meaningful engagement opportunities that cultivate leadership, advocacy, and collaboration in a safe and nurturing environment.

1. Parent and English Learner Advisory Committee (PAC and ELAC) Meetings:
Effectiveness: The planned number of PAC (10) and ELAC (4) meetings are met.
Changes: To address this, we will implement more flexible scheduling options, utilize virtual meeting platforms to accommodate parents' schedules, and enhance communication efforts to ensure parents are informed and encouraged to attend. Additionally, we will seek parent feedback to better understand their availability and preferences for meeting times.

2. Parent Engagement Activities:
Effectiveness: This action was highly effective, with 18 engagement activities conducted, surpassing the goal of 5.
Changes: Given its success, we will maintain the current strategy but explore opportunities for further diversification of engagement activities to sustain and potentially increase parent participation.

3. Progress Reports to Parents:
Effectiveness: The goal of sending 4 progress reports per year was consistently met.
Changes: No changes are needed for this action as it is effectively keeping parents informed about their children's academic progress.

4. Home Visits by Teachers:
Effectiveness: Teachers exceeded the target of 20% home visits, achieving 32.4%.
Changes: We will continue to support and encourage home visits, providing additional resources and training to teachers to maintain this high level of engagement.

5. Average Daily Attendance (ADA) Rate:
Ineffectiveness: The ADA rate target of 97% was not met, with an actual rate of 91.93%.
Reason for Ineffectiveness: Factors such as illness, transportation issues, and student engagement contributed to the lower attendance rate.
Changes: To improve attendance, we will implement targeted interventions, such as attendance incentive programs, improved transportation options, and increased engagement activities to make school more appealing to students.

6. Chronic Absenteeism Rate:
Ineffectiveness: The goal to reduce chronic absenteeism to 9.0% was not achieved, with an actual rate of 28.8%.
Reason for Ineffectiveness: Underlying issues such as health, socio-economic challenges, and student disengagement were not adequately addressed.
Changes: We will introduce comprehensive support programs, including health services, counseling, and academic interventions, to address the root causes of absenteeism.

7. Middle and High School Dropout Rates:
Ineffectiveness: The target of maintaining a 0% dropout rate was not met, with actual rates of 5.1% for middle school and 4.0% for high school.
Reason for Ineffectiveness: Current retention strategies were insufficient to prevent dropouts.
Changes: We will implement more robust support systems for at-risk students, including mentorship programs, academic tutoring, and career counseling, to prevent dropouts.

8. Graduation Rate:
Effectiveness: The goal of a 100% graduation rate was successfully achieved.
Changes: We will continue to support the successful strategies in place, while also looking for ways to enhance them further to maintain high graduation rates.

9. Student Suspension and Expulsion Rates:
Ineffectiveness: The target for a 0% suspension rate was not met, with an actual rate of 0.9%.
Reason for Ineffectiveness: Behavior management programs need enhancement.
Changes: We will revise and strengthen behavior management programs, introduce restorative justice practices, and provide additional training for staff on positive behavior interventions and supports (PBIS).

10. Survey Participation and Approval Rates:
Mixed Effectiveness: Student survey participation exceeded the target, while family participation fell short, and staff participation was slightly below target. Approval rates for students (67%) and staff (80%) did not meet the targets.
Reason for Ineffectiveness: Insufficient engagement strategies for families and staff, and areas needing improvement in school environment and support.
Changes: We will enhance engagement strategies for families and staff, gather feedback to identify areas for improvement in the school environment, and implement targeted actions to address the concerns raised in surveys.

11. Student Retention Rate:
Mixed Effectiveness: The target retention rate of 85% was nearly achieved, with an actual rate of 83%.
Reason for Ineffectiveness: Current retention strategies need enhancement to keep students engaged and enrolled.
Changes: We will introduce additional support and engagement programs, such as extracurricular activities and academic clubs, to increase student retention rates.

By addressing these areas of ineffectiveness and implementing the described changes, we aim to strengthen our approach and ensure more significant progress toward achieving Goal 4 in the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 5 | Ali Kaplan<br>Principal | akaplan@magnoliapublicschools.org<br>(818) 705-5676 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-5, which has 238 students in grades 6-12, primarily caters to students from Reseda, CA, and nearby areas. The communities served by MSA-5 have a significant immigrant population, with many households where a language other than English is spoken. The families in these neighborhoods often face economic difficulties. MSA-5 has a diverse student body, with 89.1% Hispanic/Latino, 3.8% White, 2.1% Asian, and 2.9% Filipino students. Out of the 238 students, 88.2% come from socioeconomically disadvantaged backgrounds, 14.7% receive special education services, and 33.2% are English learners.

MPS aims to graduate students from historically marginalized neighborhoods as scientifically inclined individuals who contribute to the global community as socially responsible and educated members of society. We provide a comprehensive learning experience that addresses the unique needs of our students through effective on-site instruction, engaging hands-on learning, and foundational skills taught in ways that are relevant and inspiring. In addition to classroom teaching, MSA-5 offers tutoring, after-school programs, and connections to universities to further support the students' educational journey.

Magnolia Science Academy 5
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-705-5676
Email: akaplan@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Areas that we are most proud of are the following on CA School Dashboard Fall 2023

With 238 enrollment, 82.4% Socioeconomically Disadvantaged, 33.1 % English Learners based on the California School Dashboard and local data, Magnolia Science Academy-5's annual performance reflects both achievements and areas needing improvement. The school achieved "Green" status in English Language Arts with a 0.5 points increase above standard, and "Yellow" in Mathematics with a significant increase of 17.6 points but still 49.4 points below standard. The College/Career readiness was rated "High" with 60.5% of students prepared. Local indicators such as implementation of academic standards, parent and family engagement, and access to a broad course of study met the standards.

English Language Arts:Achieving a "Green" status demonstrates strong performance, with students scoring slightly above the state standard. This reflects effective teaching strategies, curriculum alignment, and student engagement in reading and writing.
Mathematics:Although still below the standard, the 17.6-point increase signifies considerable progress. This improvement can be attributed to targeted interventions, professional development for teachers, and the use of data-driven instruction.

College/Career Readiness:With 60.5% of students prepared, the "High" rating highlights the success of programs aimed at preparing students for post-secondary education and careers. Initiatives such as college counseling, career workshops, and partnerships with local businesses have contributed to this achievement.

Local Indicators:Meeting the standards in areas like academic standards implementation, parent and family engagement, and access to a broad course of study showcases the school's commitment to providing a comprehensive and inclusive educational experience. Effective communication with families, professional development for staff, and a well-rounded curriculum have played key roles in these successes.

These achievements underscore the dedication of the faculty, staff, and administration at Magnolia Science Academy-5 to fostering an environment that supports academic excellence and prepares students for future success. Continued focus on areas needing improvement, such as further enhancing math performance, will ensure ongoing progress and growth.

Magnolia Science Academy-5 has acquired land for a permanent location and is in the architectural design and permitting stages as of Spring 2023. Currently, the school shares facilities with MSA-1 since July 2021, with plans to move into its own location within 2 years. To support students, comprehensive assistance in Math and ELA is provided through summer school, Saturday school, ELD classes, and tutoring. Special Education students receive additional support through Title I funds, Saturday school, Power Math, and after-school tutoring. Despite growth, many students remain in low proficiency categories, prompting continued support such as after-school tutoring, Saturday School, Summer Academy, and professional development for staff on differentiated instruction and RTI. A paraprofessional has been hired to support ELs and special needs students, and CCSS review workbooks and Gizmos have been purchased for interventions. Saturday School enrollment has increased to 40-50 students per week. The school is also implementing the IGETC program with Pierce College and establishing a Community School Model to collaborate with community partners for enhanced educational resources.

CHALLENGES

Based on the California School Dashboard and local data, Magnolia Science Academy-5's annual performance reflects both achievements and areas needing improvement. The suspension rate increased to 2.3%, earning a "Yellow" rating, while chronic absenteeism remained a concern with a "Red" rating at 30.8%. The graduation rate saw a decline to 92.3%, and English Learner Progress was rated "Yellow" with 63.2% making progress, although this marked a 4.5% decline.

Action plans to address these issues include implementing restorative justice practices to reduce suspensions and improve student behavior. For chronic absenteeism, the school plans to enhance family engagement and provide targeted support to frequently absent students. To boost the graduation rate, MSA-5 will offer additional academic support, including after-school tutoring and Saturday School, and strengthen its college readiness programs. For English Learners, the school will provide more professional development for teachers on ELD strategies and increase support for EL students through targeted interventions and additional resources.

Furthermore, ongoing efforts will focus on differentiated instruction, RTI, and continuous professional development to ensure all students receive the support they need to succeed. The implementation of the Community School Model will also enhance partnerships with local organizations to provide additional resources and support for students and their families.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | MSA-5 actively involves parents in the development of the LCAP through multiple engagement channels. These include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and Coffee with the Principal meetings. Parents provide valuable feedback during these sessions, which helps shape the LCAP. Additionally, parent surveys are conducted to gather their perspectives on school improvement and ensure their voices are considered in decision-making processes. Regular updates and information sessions are held to keep parents informed and engaged in the school's planning and improvement efforts . |
| Students | Students are engaged through surveys and participation in school committees. Their feedback on school culture, safety, and academic programs is crucial for developing a student-centered LCAP. Student input is gathered through regular meetings and surveys, ensuring their needs and preferences are reflected in the LCAP goals and actions. This engagement helps in creating a supportive and inclusive learning environment . |
| Teachers | Teachers are consulted through staff meetings and professional development sessions. Their insights on instructional practices, curriculum, and student needs are integral to the LCAP development process. Teachers participate in regular meetings, providing feedback on existing programs and suggesting improvements. This collaboration ensures that the LCAP includes effective strategies for enhancing teaching and learning outcomes . |

| Educational Partner(s) | Process for Engagement |
|---|---|
| School administrators | School administrators play a key role in the LCAP development by coordinating the engagement process and integrating feedback from all educational partners. They facilitate meetings, analyze data, and ensure that the LCAP aligns with both state priorities and local needs. Administrators work closely with the Parent Advisory Committee, English Learner Advisory Committee (ELAC), and other school committees to incorporate diverse perspectives into the LCAP . |
| Other school personnel | Other school personnel, including support staff and paraprofessionals, are involved in the LCAP development through regular staff meetings and surveys. Their feedback on operational and support aspects of the school environment is essential for addressing the holistic needs of students. These personnel contribute to discussions on improving school safety, student support services, and extracurricular activities . |
| SELPA | SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education . <br><br> By actively seeking input from these educational partners, MSA-5 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

To foster a positive learning environment and student engagement, MSA-5 actively seeks input from educational partners such as parents, students, staff, and community members. This input is gathered through various channels including meetings, school events, surveys, newsletters, and home visits. Regular information and input sessions, such as Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) meetings, are conducted to involve all partners in school review and improvement. The feedback from these sessions informs the annual LCAP. Additionally, surveys for parents, students, and staff, along with home visits, ensure comprehensive input. The school's charter petition outlines measurable student outcomes and assessment methods, complemented by a WASC action plan for continuous improvement. Throughout the year, MSA-5 holds regular meetings and events to gather input and foster collaboration, including four PTF meetings, ten PAC meetings, four ELAC meetings, and multiple parent

activities, including two Coffee with the Principal meetings. Weekly staff meetings provide further opportunities for input. A survey was conducted to assess the experiences of families, staff, and students, focusing on safety, school connectedness, and school culture. Most educational partners participated, and home visits were made to actively seek parent feedback for school improvement.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 62.7% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>60% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>93.1% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $17,755.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $198,432.98 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title II, Purchased ADOBE software under 5940 Technology:$963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $366,565.78 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $24,360.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $347,839.20 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services: 3010 Title I: $9,307 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 88% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 62% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 45.04% <br>• English Learners: 12.0% <br>• Socioeconomically Disadvantaged: 42.86% | | | 2025-26: <br>• All Students: >= 40.00% <br>• English Learners: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 43.36%<br>• White: * | | | • Socioeconomically Disadvantaged: >= 40.00%<br>• Students with Disabilities: >= 20.00%<br>• Hispanic: >= 40.00%<br>• White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 0.5 points above standard<br>• English Learners: 54.2 points below standard<br>• Socioeconomically Disadvantaged: 3.4 points below standard<br>• Students with Disabilities: 35.9 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 4.0 points above standard<br>• English Learners: 45.0 points below standard<br>• Socioeconomically Disadvantaged: 1.0 points above standard<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 2.7 points below standard<br>• White: * | | | Disabilities: 26.0 points below standard<br>• Hispanic: 1.0 points above standard<br>• White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 85.5%<br>• English Learners: 86.0%<br>• Socioeconomically Disadvantaged: 79.3%<br>• Students with Disabilities: 93.1%<br>• Hispanic: 85.3%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on | 2023-24: (Fall to Spring)<br>• All Students: CGI: 4.41 | | | 2026-27: (Fall to Spring)<br>• All Students: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | (CGP: 100th percentile) <br> • English Learners: CGI: 5.60 (CGP: 100th percentile) <br> • Socioeconomically Disadvantaged: CGI: 4.63 (CGP: 100th percentile) <br> • Students with Disabilities: * <br> • Hispanic: CGI: 4.33 (CGP: 100th percentile) <br> • White: * | | | CGI >= 0 (CGP >= 50th percentile) <br> • English Learners: CGI >= 0 (CGP >= 50th percentile) <br> • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) <br> • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) <br> • Hispanic: CGI >= 0 (CGP >= 50th percentile) <br> • White: CGI >= 0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 34.29%<br>• English Learners: 26.47%<br>• Socioeconomically Disadvantaged: 35.20%<br>• Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 34.17%<br>• White: * | | | 2025-26:<br>• All Students: >= 28.00%<br>• English Learners: >= 25.00%<br>• Socioeconomically Disadvantaged: >= 28.00%<br>• Students with Disabilities: >= 25.00%<br>• Hispanic: >= 28.00%<br>• White: * | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 49.4 points below standard<br>• English Learners: 52.1 | | | 2025-26: (2026 Dashboard)<br>• All Students: 40.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | points below standard<br>• Socioeconomically Disadvantaged: 49.4 points below standard<br>• Students with Disabilities: 69.8 points below standard<br>• Asian: *<br>• Hispanic: 53.3 points below standard<br>• White: * | | | • English Learners: 43.0 points below standard<br>• Socioeconomically Disadvantaged: 40.0 points below standard<br>• Students with Disabilities: 60.0 points below standard<br>• Hispanic: 44.0 points below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 86.6%<br>• English Learners: 86.2%<br>• Socioeconomically ally | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Disadvantaged: 87.4%<br>• Students with Disabilities: 82.8%<br>• Hispanic: 85.3%<br>• White: * | | | • Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 5.72 (CGP: 100th percentile)<br>• English Learners: CGI: 6.81 (CGP: 100th percentile)<br>• Socioeconomically Disadvantaged: CGI: 6.08 (CGP: 100th percentile)<br>• Students with Disabilities: *<br>• Hispanic: CGI: 5.48 (CGP: 100th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • White: * | | | percentile ) <br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile ) <br>• Hispanic: CGI >= 0 (CGP >= 50th percentile ) <br>• White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 63.2% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually | 2022-23: 21.5% | | | 2025-26: (CDE DataQuest) >= 10.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (Source: CDE DataQuest) | | | | | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 13.73%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.63%<br>• Students with Disabilities: *<br>• Hispanic: 13.33% | | | 2025-26:<br>• All Students: >= 25.00%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: >= 25.00%<br>• Students with Disabilities: *<br>• Hispanic: >= 25.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,084,158.70 | No |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through | $47,697.22 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4035 Title II 5864 Prof Dev-Other $15,900<br>• 4127 Title IV, Part A ESEA (ESSA) 5863 Prof Development $4,770 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school | $459,641.52 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• 4127 Title IV, Part A ESEA (ESSA) 4340 Education Software $8,860.54<br>• 3010 Title I 4340 Education Software $11,665<br>• 3010 Title I 3500 Unemployment Insurance $373.23<br>• 3010 Title I 3300 OASDI/Medicare $1,082.36<br>• 3010 Title I 3100 STRS $14,257.39<br>• 3010 Title I 1100 Teacher Salaries $74,646<br>• 3010 Title I 5800 Professional Services $5,300 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and | $88,945.82 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as | $615,595.98 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds:<br>&bull; 4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services $8,480 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 11% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 97% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 60.5% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 73.08% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 62.96% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 35.6% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 11.1% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 26.3% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 87.2% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 28.6% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 48.6% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 56.0% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 34.8% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

| |
|---|
| Not Applicable. |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $123,486.67 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. <br><br>Expenditures associated with this action include the following: supplemental STEM program fees. <br><br>The following expenditures will be funded by federal Title funds: N/A | $1.06 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics | $134,785.98 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. | $147,062.22 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The following expenditures will be funded by federal Titles:<br>• 4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies $18,020 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4127 Title IV, Part A ESEA (ESSA) 4326 Arts &Music Supplies $20,000<br>• 4127 Title IV Part A ESEA (ESEA) 5800 Professional Services $15,900 | $265,105.57 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24:<br>6 | | | 2026-27:<br>>= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24:<br>3 | | | 2026-27:<br>>= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 18 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 29.2% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 91.93% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 30.8% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 5.1% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 7.9% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 92.3% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 2.3% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 100.0% Families: 100.0% Staff: 96.3% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 67.0% Families: 96.0% Staff: 80.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 78% Families: 96% Staff: 75% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 83.25% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $220,769.21 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 5800 Professional Services $1,590<br>• 3010 Title I 3500 Unemployment Insurance $90<br>• 3010 Title I 3300 OASDI/Medicare $261<br>• 3010 Title I 3100 STRS $3438<br>• 3010 Title I 1100 Teacher Salaries $18,000 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds: | $320,667.84 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies $4,317.38<br>• 3010 Title I 4340 Educational Software $4,134<br>• 3010 Title I Teacher salaries and benefits $9,374.55 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>3010 Title I - 5800 Professional Services: $1,233.84 | $1,233.84 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify | $388,295.53 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$971,366 | $70,057 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 27.744% | 8.864% | $213,071.45 | 36.608% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:** Healthy and nutritious meals<br><br>**Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | <ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | - Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>- Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>　LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | 　TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP- Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP- Mathematics assessments (Source: CA |

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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP) <br> • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) <br> • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) <br> • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | - Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>- Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>- Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>  LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been accepted to a 4-year college |

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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may<br>not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. |   CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

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| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul><br>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

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| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | <ul><li>Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li><li>Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li><li>School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

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| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **4.4** | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:** LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:** Community outreach and partnerships<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>- Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>- Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  |  | • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-5 will utilize the concentration grant add-on funds ($70,057) in the following manner:

MSA-5 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $3,501,133 | $971,366 | 27.744% | 8.864% | 36.608% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,744,090.80 | $1,649,867.75 | $25,540.00 | $433,176.57 | $4,852,675.12 | $3,298,854.22 | $1,553,820.90 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $17,755.00 | $17,755.00 | | | | $17,755.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $29,807.60 | $168,625.38 | $162,469.44 | $35,000.00 | | $963.54 | $198,432.98 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $25,599.00 | $340,966.78 | $214,011.68 | $152,554.10 | | | $366,565.78 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $24,360.00 | $24,360.00 | | | | $24,360.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $347,839.20 | $289,915.70 | $48,616.50 | | $9,307.00 | $347,839.20 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,019,158.70 | $65,000.00 | $754,832.30 | $329,326.40 | | | $1,084,158.70 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $47,697.22 | $8,480.00 | $18,547.22 | | $20,670.00 | $47,697.22 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $401,238.77 | $58,402.75 | $188,605.37 | $144,083.47 | | $126,952.68 | $459,641.52 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $88,945.82 | $0.00 | $88,945.82 | | | | $88,945.82 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $462,797.35 | $152,798.63 | $90,158.56 | $455,503.99 | | $69,933.43 | $615,595.98 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $123,486.67 | $0.00 | | $123,486.67 | | | $123,486.67 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1.06 | $1.06 | | | | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $130,969.98 | $3,816.00 | $56,203.99 | $78,581.99 | | | $134,785.98 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $103,502.22 | $43,560.00 | $79,292.22 | $24,210.00 | $25,540.00 | $18,020.00 | $147,062.22 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $122,488.95 | $142,616.62 | $167,788.95 | $61,416.62 | | $35,900.00 | $265,105.57 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $204,389.03 | $16,380.18 | $197,390.21 | | | $23,379.00 | $220,769.21 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $282,877.86 | $37,789.98 | $268,603.31 | $34,238.60 | | $17,825.93 | $320,667.84 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,233.84 | | | | $1,233.84 | $1,233.84 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $303,592.27 | $84,703.26 | $135,002.19 | $144,302.19 | | $108,991.15 | $388,295.53 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $3,501,133 | $971,366 | 27.744% | 8.864% | 36.608% | $1,214,948.12 | 0.000% | 34.702 % | **Total:** | $1,214,948.12 |
| | | | | | | | | **LEA-wide Total:** | $1,214,948.12 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $24,360.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $8,480.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $188,605.37 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $88,945.82 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $56,203.99 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $79,292.22 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $167,788.95 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $197,390.21 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $268,603.31 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $135,002.19 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $4,534,649.00 | $4,604,307.65 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $17,755 | $17,755.00 |
| 1 | 1.2 | Instructional materials and technology | No | $310,158 | $310,157.87 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $357,166 | $357,165.82 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $24,360 | $24,360.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $347,839 | $347,839.49 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $931,603 | $979,803.39 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $47,697 | $47,697.22 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $459,153 | $459,153.32 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $85,297 | $85,297.38 |
| 2 | 2.5 | Support for students with disabilities | No | $567,891 | $563,999.52 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $93,810 | $97,899.25 |

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| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1 | $1.06 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $120,864 | $120,863.73 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $135,507 | $135,506.96 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $223,126 | $238,885.58 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $217,747 | $217,746.54 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $331,825 | $337,325.40 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,234 | $1,233.84 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $261,616 | $261,616.28 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $952,693 | $747,442.26 | $739,621.55 | $7,820.71 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $24,360.00 | $24,360.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $8,480.00 | $8,480.00 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $149,634.99 | $159,032.09 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $115,831.20 | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | $13,909.57 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.06 | $1.06 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $3,180.00 | $49,999.09 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $85,909.89 | | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $5,300.00 | $127,788.95 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $135,511.68 | $194,367.53 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $164,999.60 | $42,300 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,233.84 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $53,000.00 | $119,383.26 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,403,716 | $952,693 | 0.000% | 39.634% | $739,621.55 | 0.000% | 30.770% | $213,071.45 | 8.864% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

 o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

 o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

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# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

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is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

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o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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    ○  This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6

CDS Code: 19-64733-0117648

School Year: 2024-25

LEA contact information:

James Choe

Principal

jchoe@magnoliapublicschools.org

(310) 842-8555

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$1,622,980
65 %

All federal funds,
$171,272 , 7%

All other state funds
$579,356 , 23%

All local funds,
$124,253 , 5%

LCFF supplemental &
concentration grants,
$457,879 , 18%

All Other LCFF funds,
$1,165,101 , 47%

This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is $2,497,861, of which $1,622,980 is Local Control Funding Formula (LCFF), $579,356 is other state funds, $124,253 is local funds, and $171,272 is federal funds.  Of the $1,622,980 in LCFF Funds, $457,879 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $2,473,332 | Total Budgeted Expenditures in the LCAP $2,473,332 |

This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 6 plans to spend $2,473,331.92 for the 2024-25 school year. Of that amount, $2,473,331.92 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 6 is projecting it will receive $457,879 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy 6 plans to spend $530,405.82 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $562,996

☐ Actual Expenditures for High Needs Students in LCAP — $304,010

(Axis: $ 0, $ 100,000, $ 200,000, $ 300,000, $ 400,000, $ 500,000, $ 600,000)

This chart compares what Magnolia Science Academy 6 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 6's LCAP budgeted $562,995.67 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent $304,010.09 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-258,985.58,000,000,002 had the following impact on Magnolia Science Academy 6's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 6 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 6 | James Choe<br>Principal | jchoe@magnoliapublicschools.org<br>(310) 842-8555 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 1 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 86% | 2021-22: (Spring 2021 to Fall 2021) 75% | 2022-23: (Fall 2021 to Fall 2022) 83%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 75% | 2023-24: (Fall 2022 to Fall 2023) 85% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.1% | 2021-22: (As of 5/12/22) 97.7% | 2022-23: (As of 5/12/23) 96.7% | 2023-24: (As of 12/15/23) 97.1% | 2023-24: 97% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences for this school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $11,554
Actual: $11,554
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $103,595
Actual: $103,595
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $333,981
Actual: $333,981
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $4,240
Actual: $4,240
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $234,479
Actual: $217,803
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 Ensuring Properly Credentialed Teachers: Effective
We allocated planned expenses to ensure that all teachers were properly credentialed, with support from the home office team to assist staff members in obtaining or maintaining their teaching credentials. Over the past three years, we had only one misassigned teacher. However, with the collaboration of the home office and LACOE, we ensured she obtained at least an emergency credential.

1.2 Access to Educational Resources: Effective
All students had access to both digital and physical textbooks for their classes. Leveraging technology, we utilized Clever, a platform housing all of our students' digital content. Each student was provided with an electronic device, ensuring full access to digital resources across all subjects. Additionally, physical copies of textbooks were made available to all students.

1.3 Maintenance of School Facilities: Effective

Our new site at Wilton Elementary was well-maintained, providing a clean and safe environment for both staff and students. Over the past three years, we recorded zero instances requiring repairs. As a Prop 39 school, first at Pio Pico (2021-2022) and then at Wilton Elementary (2022-2024), we benefited from having a dedicated plant manager. This was a significant asset compared to our first location at Palms, where we did not have this support. The plant manager's presence streamlined the process for addressing repair needs efficiently.

1.4 Basic Services for Staff and Students: Effective
Our teacher retention rate has exceeded 75% from 2020 to 2024. With a small team of seven teachers, each teacher represents nearly 15% of our staff, making this retention rate significant. Teacher attendance has consistently been over 96%, contributing to a stable learning environment. High teacher attendance ensures fewer substitutes, fosters meaningful connections with students, and maintains consistent learning experiences.

1.5 Support from Home Office Team: Effective
Support from our Home Office Team, including the Academic Team, Operations Team, Human Resources, and Accountability, is crucial for the smooth operation of our school. The Home Office Team keeps us updated on new laws and regulations, informs us about upcoming changes, and provides daily support, ensuring our school operates efficiently and effectively.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 1 desired outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 90% | 2021-22: (As of 5/13/22) 75% | 2022-23: (As of 5/12/23) 75% | 2023-24: (As of 5/20/24) 75% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 74% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 80% | 2021-22: (First semester) 94% | 2022-23: (First semester) 93% | 2023-24: (First semester) 90% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 65.1 | 2021-22: (As of 5/13/22) 125.8 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 46.26%<br>• English Learners: 12.51%<br>• Socioeconomically Disadvantaged: 44.96%<br>• Students with Disabilities: 9.68%<br>• African American: 50%<br>• Hispanic: 44.21% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 51.76%<br>• English Learners: 16.67%<br>• Socioeconomically Disadvantaged: 50.65%<br>• Students with Disabilities: 27.27%<br>• Hispanic: 51.28%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23:<br>• All Students: 60.22%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 61.37%<br>• Students with Disabilities: 25.00%<br>• Asian: *<br>• Hispanic: 59.77%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 56.19% | 2022-23:<br>• All Students: 50.00%<br>• English Learners: 17.00%<br>• Socioeconomically Disadvantaged: 50.00%<br>• Students with Disabilities: 15.00%<br>• African American: 51.00%<br>• Hispanic: 48.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 52.33%</li><li>English Learners: 28.57%</li><li>Students with Disabilities: 36.36%</li><li>Hispanic: 51.90%</li><li>White: N/A</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 53.85%</li></ul> | CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 57.45%</li><li>English Learners: 0.00%</li><li>Students with Disabilities: 33.33%</li><li>Hispanic: 56.82%</li><li>White: 0.00%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 68.75%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 16.3 points below standard</li><li>English Learners: 48.3 points below standard</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of | 2021-22: (2022 Dashboard)<ul><li>All Students: 9.8 points above standard</li><li>English Learners: 48.0 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 29.3 points above standard</li><li>English Learners: 22.2 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 9.0 points below standard</li><li>English Learners: 41.0 points below standard</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Socioeconomically Disadvantaged: 19.7 points below standard<br>• Students with Disabilities: 97.8 points below standard<br>• African American: 7.1 points below standard<br>• Hispanic: 21.4 points below standard | Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 65.8%<br>• English Learners: 69.2%<br>• Students with Disabilities: 45.5%<br>• Hispanic: 63.0%<br>• White: N/A | • Socioeconomically Disadvantaged: 7.6 points above standard<br>• Students with Disabilities: 72.8 points below standard<br>• Hispanic: 9.5 points above standard<br>standard | • Socioeconomically Disadvantaged: 31.1 points above standard<br>• Students with Disabilities: 29.8 points below standard<br>• Asian: *<br>• Hispanic: 30.2 points above standard<br>• White: * | • Socioeconomically Disadvantaged: 12.0 points below standard<br>• Students with Disabilities: 80.0 points below standard<br>• African American: 1.0 points below standard<br>• Hispanic: 13.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 61.6%<br>• English Learners: 53.1%<br>• Socioeconomically Disadvantaged: 65.0% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 65.8%<br>• English Learners: 69.2% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 68.2%<br>• English Learners: 54.5% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 57.0%<br>• English Learners: 17.6% | 2023-24:<br>• All Students: 65%<br>• English Learners: 65%<br>• Socioeconomically Disadvantaged: 65% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Students with Disabilities: 45.5%<br>• African American: 58.3%<br>• Hispanic: 63.3% | • Socioeconomically Disadvantaged: 65.3%<br>• Students with Disabilities: 45.5%<br>• Hispanic: 63.0% | • Socioeconomically Disadvantaged: 70.4%<br>• Students with Disabilities: 60.0%<br>• Hispanic: 70.0% | • Socioeconomically Disadvantaged: 56.9%<br>• Students with Disabilities: 42.1%<br>• Hispanic: 56.5%<br>• White: * | • Students with Disabilities: 65%<br>• African American: 65%<br>• Hispanic: 65% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 38.36%<br>• English Learners: 12.51%<br>• Socioeconomically Disadvantaged: 38.28%<br>• Students with Disabilities: 12.90%<br>• African American: 35.71%<br>• Hispanic: 36.50% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - | 2021-22:<br>• All Students: 32.56%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 32.05%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 34.18%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2022-23:<br>• All Students: 35.87%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 35.63%<br>• Students with Disabilities: 25.0%<br>• Asian: *<br>• Hispanic: 34.89%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 52.44% | 2022-23:<br>• All Students: 41.00%<br>• English Learners: 17.00%<br>• Socioeconomically Disadvantaged: 41.00%<br>• Students with Disabilities: 17.00%<br>• African American: 41.00%<br>• Hispanic: 41.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Proficiency Projection for 2021-22 SBAC:<br>• All Students: 24.71%<br>• English Learners: 7.14%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 26.92%<br>• White: N/A<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 46.36% | students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 29.79%<br>• English Learners: 0.00%<br>• Students with Disabilities: 16.67%<br>• Hispanic: 29.55%<br>• White: 0.00%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br>• All Students: 54.07% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard | 2018-19: (2019 Dashboard)<br>• All Students: 35.9 points below standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard | 2021-22: (2022 Dashboard)<br>• All Students: 50.8 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 15.3 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 29.0 points below standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (Source: CA School Dashboard) | <ul><li>English Learners: 61.1 points below standard</li><li>Socioeconomically Disadvantaged: 39.4 points below standard</li><li>Students with Disabilities: 98.5 points below standard</li><li>African American: 35.0 points below standard</li><li>Hispanic: 41.6 points below standard</li></ul> | data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 77.2%</li><li>English Learners: 69.2%</li><li>Students with Disabilities: 72.7%</li><li>Hispanic: 78.1%</li><li>White: N/A</li></ul> | <ul><li>English Learners: 108.9 points below standard</li><li>Socioeconomically Disadvantaged: 54.8 points below standard</li><li>Students with Disabilities: 122.1 points below standard</li><li>Hispanic: 50.9 points below standard</li></ul> | <ul><li>English Learners: 81.6 points below standard</li><li>Socioeconomically Disadvantaged: 13.2 points below standard</li><li>Students with Disabilities: 56.4 points below standard</li><li>Asian: *</li><li>Hispanic: 15.8 points below standard</li><li>White: *</li></ul> | <ul><li>English Learners: 54.0 points below standard</li><li>Socioeconomically Disadvantaged: 32.0 points below standard</li><li>Students with Disabilities: 88.0 points below standard</li><li>African American: 28.0 points below standard</li><li>Hispanic: 33.0 points below standard</li></ul> |
| Percentage of students meeting their growth targets on the Measures of Academic Progress | 2020-21:<ul><li>All Students: 60.0%</li></ul> | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: | 2023-24:<ul><li>All Students: 65.0%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | <ul><li>English Learners: 56.3%</li><li>Socioeconomically Disadvantaged: 58.0%</li><li>Students with Disabilities: 57.1%</li><li>African American: 33.3%</li><li>Hispanic: 63.0%</li><li>White: *</li></ul> | <ul><li>All Students: 77.2%</li><li>English Learners: 69.2%</li><li>Socioeconomically Disadvantaged: 77.8%</li><li>Students with Disabilities: 72.7%</li><li>Hispanic: 78.1%</li><li>White: N/A</li></ul> | <ul><li>All Students: 64.7%</li><li>English Learners: 72.7%</li><li>Socioeconomically Disadvantaged: 63.0%</li><li>Students with Disabilities: 60.0%</li><li>Hispanic: 65.0%</li><li>White: 100.0%</li></ul> | <ul><li>All Students: 57.9%</li><li>English Learners: 58.8%</li><li>Socioeconomically Disadvantaged: 56.9%</li><li>Students with Disabilities: 57.9%</li><li>Hispanic: 58.7%</li><li>White: *</li></ul> | <ul><li>English Learners: 65.0%</li><li>Socioeconomically Disadvantaged: 65.0%</li><li>Students with Disabilities: 65.0%</li><li>African American: 65.0%</li><li>Hispanic: 65.0%</li><li>White: 65.0%</li></ul> |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 44.8% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<ul><li>Level 4: 31.25%</li><li>Level 3: 43.75%</li><li>Level 3: 18.75%</li><li>Level 1: 6.25%</li></ul> | 2021-22: (2022 Dashboard) 66.7% | 2022-23: (2023 Dashboard) 50.0% | 2022-23: (2023 Dashboard) 47.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 12.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 31.25% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 31.25% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 21.43% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 10.35%<br>• Socioeconomically Disadvantaged: 4.35%<br>• Hispanic: 4.26% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 26.47%<br>• Socioeconomically Disadvantaged: 26.66%<br>• Hispanic: 28.13% | 2022-23:<br>• All Students: 33.33%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 32.35%<br>• Students with Disabilities: *<br>• Hispanic: 34.28% | 2022-23:<br>• All Students: 16.00%<br>• Socioeconomically Disadvantaged: 10.00%<br>• Hispanic: 10.00% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There is no substantive difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $648,185
Actual: $637,863
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $34,190
Actual: $34,190
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $236,377
Actual: $234,593
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $104,296
Actual: $104,296
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $133,751
Actual: $133,751
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 Core Curriculum Implementation: Effective
Magnolia Science Academy 6 has effectively implemented its core curriculum, encompassing Math, ELA, History, and Science. We have further enriched our curriculum with PE and Life Skills classes. Our after-school programs support a range of student interests, providing additional learning opportunities. Moving forward, we aim to develop a more robust curriculum within school hours to equip our students with the skills needed to become well-rounded individuals. Currently, we offer approximately 75% of our desired programs and services, primarily due to the limited availability of elective classes. We aspire to incorporate additional enrichment classes such as foreign languages, home economics, and band into our regular school day.

2.2 Data-Driven Professional Development: Effective
We utilize data from various sources to determine our professional development needs. IAB data helps us evaluate program effectiveness, while formative assessments guide instructional improvements. Summative assessments, including SBAC and MAP tests, measure our progress toward our goals. To address school culture, we review suspension data and detention logs, using these insights to inform our professional development initiatives. We have completed four out of five Kagan workshops to enhance student engagement and recently conducted a "diversity sensitivity" training for our staff to promote an inclusive school culture. Our academic performance is robust, with strong state summative scores and consistent in-district growth over the past three years. Over 80% of our students have maintained passing grades, with ELA state testing proficiency above 48% and Math state test scores above 32%.

2.3 Investment in Personnel and Educational Programs: Effective
Funds allocated to Goal 2, Action 3, were primarily spent on personnel and educational programs. We ensured adequate staffing to support MTSS, providing each grade level with a teacher aide to assist in core classes. We have also utilized IXL for the past three years to support students at various levels, including low, high, EL, and SWD, helping them achieve their educational goals. Currently, three out of seven teachers have completed a rigorous professional development program, and we continue to support staff development through recommendations gathered from surveys. This year, three teachers attended the "Capturing Kids' Hearts" professional development, while the entire team participated in a two-day Kagan workshop.

2.4 Support for ELD Students: Needs Improvement
To support our ELD students, we assigned a credentialed teacher to the designated ELD class. This year, 6 out of 20 students (nearly 28%) achieved an overall score of 4 on the ELPAC test. We are in the process of reclassifying these students, pending parent approval. Additionally, we have faced new challenges with an influx of students who are new to the country and have limited English proficiency. We are actively reaching out to ELD coordinators within and outside our network to determine the best strategies for supporting these students.

2.5 Special Education Services: Effective
We have consistently held all annual and tri-annual IEP meetings on time for our SPED students, providing necessary services as specified in each IEP. These services include accommodations such as speech therapy, additional time, and adaptive physical education (APE). However, due to technical difficulties, miscommunication, and student absences, some students have been placed in higher tiers for additional support. We are working to address these issues to ensure all students receive the appropriate level of support.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 2 desired outcomes.  We want to be mindful of how we want to approach our students who are new the country and create a standard operating procedure for students who are in need of intensive English assistance.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 2% | 2021-22: (As of 5/13/22) 1% | 2022-23: (As of 5/12/23) 0% | 2023-24: (As of 5/20/24) 2.0% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 95% | 96% | 97% | 92.0% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $1,590
Actual: $1,590
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $318
Actual: $318

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $102,936
Actual: $102,936
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $77,451
Actual: $77,451
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 College/Career Readiness Programs and Activities: Effective
Magnolia Science Academy 6 did not allocate or spend funds specifically on college and career readiness due to the focus of these activities being more relevant for higher grades, or because the expenditures were categorized differently. Nevertheless, we successfully hosted career fairs, providing students with valuable opportunities to explore various career options.

3.2 STEAM and GATE Programs: Effective
At Magnolia Science Academy 6, students engage in scientific projects throughout the year, continually refining their work. This process nurtures critical thinking and perseverance, essential skills for success in rigorous competitions and beyond. In the past two years, 96% and 97% of our students, respectively, have participated in creating STEAM projects. Additionally, 1% to 3% of our student population has taken advanced math courses through an independent study program with BYU, overseen by our administration to ensure they receive the necessary support. Post-pandemic, we have also incorporated tech skills into the curriculum for 100% of our students, reflecting the increased use of technology in our classes.

3.3 Digital Literacy and Citizenship Programs: Effective
We integrate digital literacy across all classes, equipping students with essential 21st-century skills such as writing, navigating, researching, and using technology effectively. Additionally, our citizenship curriculum, "The Leader in Me," prepares students to handle real-world challenges they will encounter as middle schoolers, enhancing our citizenship program.

3.4 Physical Education, Activity, and Fitness: Effective

We prioritize physical fitness alongside academic excellence, preparing our students for the mandatory Physical Fitness Test in 7th grade. Last year, 80% of our students passed the PFT, and this year, we are on track to have more than 80% of our 7th graders pass the test.

3.5 Additional Programs and Activities Supporting Well-Rounded Education: Effective
Last year, we were awarded the ASES grant, enabling us to introduce "Think Together," an after-school program. This program offers a variety of activities that complement our existing curriculum and provides extended care until 6 pm, supporting parents who work late.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 3 desired outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 7 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 2 | 2022-23: (As of 5/12/23) 2 | 2023-24: (As of 5/20/24) 2 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 14 | 2021-22: (As of 5/13/22) 8 | 2022-23: (As of 5/12/23) 8 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 14 | 2021-22: (As of 5/13/22) 12 | 2022-23: (As of 5/12/23) 23 | 2023-24: (As of 5/20/24) 22 | 2023-24: 4 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>26.1% | 2021-22: (As of 5/13/22)<br>25.8% | 2022-23: (As of 5/12/23)<br>27.7% | 2023-24: (As of 5/20/24)<br>26.5% | 2023-24:<br>25.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>96.48 | 2021-22: (P-2 ADA)<br>78.52% | 2022-23: (P-2 ADA)<br>91.76% | 2023-24: (P-2 ADA)<br>92.80% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>9.1% | 2021-22: (As of 5/13/22)<br>33% | 2021-22: (2022 Dashboard)<br>33.0%<br><br>2022-23: (As of 5/12/23)<br>32.0% | 2022-23: (2023 Dashboard)<br>32.0%<br><br>2023-24: (As of 5/31/24)<br>19.7% | 2022-23: (2023 Dashboard)<br>9.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0% | 2023-24: (As of 6/3/24)<br>0.0% | 2023-24:<br>0.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0.00% | 2021-22: (2022 Dashboard)<br>1% | 2022-23: (2023 Dashboard)<br>3.1% | 2022-23: (2023 Dashboard)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2022-23: (As of 5/12/23) 3.1% | 2023-24: (As of 5/31/24) 5.0% | |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (2022 Dashboard) 0.00%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 99.4% Families: 88.7% Staff: 100.0% | 2021-22: Students: 100% Families: 100% Staff: 100% | 2022-23: Students: 100% Families: 96.4% Staff: 100% | 2023-24: Students: 99.1.0% Families: 94.2% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 79% Families: 99% Staff: 93% | 2021-22: Students: 77% Families: 99% Staff: 97% | 2022-23: Students: 76% Families: 98% Staff: 97% | 2023-24: Students: 77.0% Families: 98.0% Staff: 93.0% | 2023-24: Students: 80% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 95% | 2021-22: (Spring 2021 to Fall 2021) 68% | 2022-23: (Spring 2022 to Fall 2022) 96% | 2023-24: (Spring 2023 to Fall 2023) 91.39% | 2023-24: (Spring 2023 to Fall 2023) 85% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences to report.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $144,599
Actual: $144,599
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $167,929
Actual: $148,929
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4
Budgeted: $1,060
Actual: $1,060
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $119,237
Actual: $105,160
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

4.1 Seeking Family Input for Decision Making: Effective

Our goal is to increase opportunities for parents to actively participate in the decision-making process. Beyond utilizing surveys, we aim to facilitate in-depth discussions about the school's operations, empowering parents to become influential decision-makers. To gather valuable input, we organize "Coffee with the Principal" meetings, PAC meetings, and PTF meetings, encouraging parents to share their thoughts, ideas, comments, and questions. Over the past two years, we have hosted over 20 events to foster a sense of belonging among families. Additionally, despite not meeting the threshold for four mandatory ELAC meetings per year, we ensure these meetings occur at least three times annually to strengthen the connection between the school and our families.

4.2 Building Partnerships with Families for Student Outcomes: Effective
Home visits are a critical component in building strong partnerships with families. This year, we set a goal for our staff to reach 25% of families, and as of May 2024, we achieved 26.7%. To enhance these partnerships further, we established a Parent Advisory Committee (PAC) for parents to provide input on all school-related matters. We also issue progress reports twice per semester before the semester report cards, typically followed by parent-teacher conferences held twice a year. For the past two years, we have prioritized level 3 intervention students for these conferences, subsequently opening them to all families. This approach has helped us address potential issues before students' grades drop significantly. Additionally, we have implemented a new SSPT program to support chronically absent students by having a teacher liaise with the student and family to develop a path for academic improvement, thereby strengthening partnerships and enhancing student outcomes.

4.3 MTSS - PBIS and SEL Support: Effective
Our monthly PBIS meetings and assemblies have been beneficial, although fundraising remains a challenge. To sustain PBIS, we need to raise funds for student rewards. Our new SEL program, launched mid-year in 2022-2023, requires faithful implementation to effectively evaluate its impact.

4.4 Annual Stakeholder Surveys: Effective
We will continue conducting annual stakeholder surveys to identify best practices and areas for improvement. Over the past three years post-pandemic, we have observed a positive impact on students, staff, and families. We aim to maintain this trend in the next LCAP cycle. These surveys, administered twice a year, help pinpoint growth areas and priorities for the upcoming school year. Our approval ratings are as follows:

|          | 2021-2022 | 2022-2023 |
|----------|-----------|-----------|
| Students | 77%       | 76.0%     |
| Families | 99%       | 98.0%     |
| Staff    | 97%       | 97.0%     |

4.5 Community Outreach and Partnerships: Effective
We will continue seeking new partnerships and nurturing existing ones to establish ourselves as a true community school. Our partnership with Smart Tutors aims to reduce failing grades, and our new after-school program, SELF-MADE, focuses on Brazilian jiu-jitsu to engage chronically absent students and improve attendance. As this is the first year of implementation, we have yet to analyze the data for academic performance and chronic absenteeism. We are optimistic that these programs will positively impact our school and look forward to continuing these partnerships.

2024 LCAP Annual Update for the 2023-24 LCAP for Magnolia Science Academy 6

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue with the plans and strengthen our procedures and practices for the upcoming years.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 6 | James Choe<br>Principal | jchoe@magnoliapublicschools.org<br>(310) 842-8555 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 115 students in grades 6-8, and mainly draws enrollment from Palms, Koreatown, and Mid-city, CA and its neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by its clubs and after-school programs and with its ASES program with Think Together that runs until 6 pm.

Magnolia Science Academy 6
Address: 4049 W. 8th St., Los Angeles, CA, 90005
Phone: 310-842-8555
Email: jchoe@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

SBAC scores from 2022-2023 shows an increase in ELA proficiency to 62% and a proficiency in math to 35%

Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.

Intervention programs were effective in providing academic supports to specific groups of students.

Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.

Providing additional academic support such as afterschool (tutoring) and Saturday school.

Increased amounts of PBIS awards.

Teacher-led meetings to provide feedback and sharing best practices.

Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

CHALLENGES

Addressing students who are failing much earlier in the semester and find ways to engage these students.

Lack of data on incoming students' prior knowledge.

Lack of foundational skills from incoming students.

Lack of attendance

ELA is 19.5 points above state standards

Math is 15.3 points below state standards

Chronic absenteeism is at 32%

Areas that need close attention:
a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs. b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.

Cross-curricular activities between all core subjects.

Using graphic organizers or interactive activities to provide vocabulary support for ELL.
a. Examples: Quizlets, Kahoot, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | During the PAC meetings, we have gone over our data in order to give the family community an idea of what our scores were like and what our goals were as well.  This meant that the school developed presentations that were based off of proficiency scores from our data portal/dashboard websites in order present the information in a way that the parents could digest our information. |
| Students | During the PAC meetings, students are involved in the decision making process for our LCAP.  At specific PAC meetings, we have gone over our data in order to give the students an idea of what our scores were like and what our goals were as well.  This meant that the school developed presentations that were based off of proficiency scores from our data portal/dashboard websites in order present the information in a way that the parents could digest our information. |
| Teachers | Presentations have been made to our staff about our LCAP and the goals.  These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals.  During this time, we go over what our projected goals/or make projected goals for the year and for future years. |
| School administrators | The administration team talks about what our goals were, what our results are, and what our future goals should be.  We do our best to decide what the best attainable goal would be for the next few years in order to set achievement goals for ourselves. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| SELPA Partners | SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education. By actively seeking input from these educational partners, MSA-6 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The decisions to create goals for our LCAP was influenced by the feedback that was provided by the educational partners.  We, as an administrative team, would take into consideration the perspectives that all of our stakeholders had given, find the middle ground, and then share it back to the stakeholders.  The feedback and goals are then presented to the home office to be adopted into the following year's LCAP.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 100.0% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 75% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 95.6% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

| Not Applicable. |

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

| Not Applicable. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.

Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

The following expenditures will be funded by federal Title funds: N/A | $11,554.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $90,963.43 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4035 Title II - Technology: $963.54 |  |  |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and | $303,981.05 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $4,240.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $217,804.08 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 100% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 90% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 60.22%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 61.37% | | | 2025-26:<br>• All Students: >= 55.00%<br>• English Learners: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 25.00%<br>• Asian: *<br>• Hispanic: 59.77%<br>• White: * | | | • Socioeconomically Disadvantaged: >= 55.00%<br>• Students with Disabilities: >= 25.00%<br>• Hispanic: >= 55.00%<br>• White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 29.3 points above standard<br>• English Learners: 22.2 points below standard<br>• Socioeconomically Disadvantaged: 31.1 points above standard<br>• Students with Disabilities: 29.8 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 30.0 points above standard<br>• English Learners: 13.0 points below standard<br>• Socioeconomically Disadvantaged: 32.0 points above standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 30.2 points above standard<br>• White: * | | | • Students with Disabilities: 20.0 points below standard<br>• Hispanic: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.0%<br>• English Learners: 17.6%<br>• Socioeconomically Disadvantaged: 56.9%<br>• Students with Disabilities: 42.1%<br>• Hispanic: 56.5%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.11 (CGP: 55th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | - English Learners: CGI: 0.00 (CGP: 50th percentile)<br>- Socioeconomically Disadvantaged: CGI: 0.19 (CGP: 57th percentile)<br>- Students with Disabilities: *<br>- Hispanic: CGI: 0.07 (CGP: 53rd percentile)<br>- White: * | | | 50th percentile )<br>- English Learners: CGI >= 0 (CGP >= 50th percentile )<br>- Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile )<br>- Students with Disabilities: CGI >= 0 (CGP >= 50th percentile )<br>- Hispanic: CGI >= 0 (CGP >= 50th percentile )<br>- White: * | |
| 2.8 | Percentage of students who have met or | 2022-23: | | | 2025-26: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | <ul><li>All Students: 35.87%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 35.63%</li><li>Students with Disabilities: 25.0%</li><li>Asian: *</li><li>Hispanic: 34.89%</li><li>White: *</li></ul> | | | <ul><li>All Students: >= 37.00%</li><li>English Learners: >= 10.00%</li><li>Socioeconomically Disadvantaged: >= 37.00%</li><li>Students with Disabilities: >= 25.00%</li><li>Hispanic: >= 37.00%</li><li>White: *</li></ul> | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<ul><li>All Students: 15.3 points below standard</li><li>English Learners: 81.6 points below standard</li><li>Socioeconomically Disadvantaged: 13.2 points</li></ul> | | | 2025-26: (2026 Dashboard)<ul><li>All Students: 13.0 points below standard</li><li>English Learners: 72.0 points below standard</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard<br>• Students with Disabilities: 56.4 points below standard<br>• Asian: *<br>• Hispanic: 15.8 points below standard<br>• White: * | | | • Socioeconomically Disadvantaged: 11.0 points below standard<br>• Students with Disabilities: 47.0 points below standard<br>• Hispanic: 13.0 points below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.9%<br>• English Learners: 58.8%<br>• Socioeconomically Disadvantaged: 56.9%<br>• Students with Disabilities: 57.9% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 58.7%<br>• White: * | | | Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.030 (CGP: 62nd percentile)<br>• English Learners: CGI: 0.00 (CGP: 50th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile)<br>• Students with Disabilities: *<br>• Hispanic: CGI: 0.41 (CGP: 66th percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) <br>• Hispanic: CGI >= 0 (CGP >= 50th percentile ) <br>• White: * | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 50.0% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 17.6% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 33.33% <br>• English Learners: * <br>• Socioeconomically Disadvantaged : 32.35% <br>• Students with Disabilities: * | | | 2025-26: <br>• All Students: >= 30.00% <br>• English Learners: * <br>• Socioecon omically Disadvant | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 34.28% | | | aged: >= 30.00% • Students with Disabilitie s: * • Hispanic: >= 30.00% • White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $657,953.55 | No |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional | $34,190.12 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: $4,985.18 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, | $265,248.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Educational Software: $12,195.8<br>• Title I - Unemployment Insurance: $194.09<br>• Title I- Health & Welfare Benefits: 2,300.36<br>• Title I - OASDI/Medicare: $562.86<br>• Title I - STRS: $7,414.23<br>• Title I - Teacher Salaries: $38,818<br>• Title IV - Educational Software: $7,782.25 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. | $108,770.07 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $168,165.52 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 2.0% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 92.0% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,590.00 | Yes |

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| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title IV - Educational Software: $318 | $318.00 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic | $106,585.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title IV - PE supplies: $1,060 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded | $77,451.91 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds:<br><ul><li>Title IV - Arts and Music Supplies: $1,378</li></ul> | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 2 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 22 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 26.5% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 92.80% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 32.0% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 3.1% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.9 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.10 | School experience survey "participation rates" by students, | 2023-24: Students: 99.1.0% Families: 94.2% | | | 2026-27: Students: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | families, and staff (Source: Local Indicator Priority 6, Panorama Education) | Staff: 100.0% | | | Families: >= 75.0% Staff: >= 95.0% | |
| 4.11 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 77.0% Families: 98.0% Staff: 93.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.12 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 85% Families: 99% Staff: 87% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |
| 4.13 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 91.39% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families | $149,111.60 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Professional Services: $1,060<br>• Title I - Unemployment Insurance: $15<br>• Title I - OASDI/Medicare: $43.5<br>• Title I - STRS: $573<br>• Title I - Teacher Salaries: $3,000 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will | $152,590.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Ins. Mats and Supplies: $530 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the | $1,060.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Professional Services: $1,060 | | |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $121,479.35 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$457,879 | $33,842 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 28.212% | 9.527% | $100,866.91 | 37.739% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>    LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) <br> • Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) <br> • Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) <br> • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard) <br> • Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:** <br> College/Career readiness programs and activities <br><br> **Need:** <br> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness. <br><br> **Scope:** <br> LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2: <br> • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br><br> Goal 4: <br> • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) <br> • School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

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| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs<br><br>**Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| **3.3** | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: |

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| | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br>  LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| **3.4** | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>  LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am |

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| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making<br><br>**Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

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| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

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| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br><ul><li>Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)</li><li>Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)</li><li>Average Daily Attendance (ADA) Rate (Source: SIS)</li><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>Middle School Dropout Rate (Source: CALPADS)</li><li>High School Dropout Rate</li></ul> |

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| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS) <br>• Graduation Rate (Source: CALPADS, CA School Dashboard) <br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS) <br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS) <br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

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| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.3 | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

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| | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>　LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | 　electives (Source: SIS)<br><br>Goal 4:<br>- Average Daily Attendance (ADA) Rate (Source: SIS)<br>- Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- Middle School Dropout Rate (Source: CALPADS)<br>- Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>- Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>- School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in |

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| | | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

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| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | are so we can continue to provide our students with the best quality education.<br><br>**Scope:**<br>LEA-wide | current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br> LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  |  | fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br><br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|
| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-6 will utilize the concentration grant add-on funds ($33,842) in the following manner:

MSA-6 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $1,622,980 | $457,879 | 28.212% | 9.527% | 37.739% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,777,698.39 | $540,033.46 | | $155,600.07 | $2,473,331.92 | $1,613,151.85 | $860,180.07 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $11,554.00 | $11,554.00 | | | | $11,554.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $90,963.43 | $55,999.89 | $34,000.00 | | $963.54 | $90,963.43 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $16,394.40 | $287,586.65 | $303,981.05 | | | | $303,981.05 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $4,240.00 | $4,240.00 | | | | $4,240.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $217,804.08 | $217,804.08 | | | | $217,804.08 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $637,953.55 | $20,000.00 | $657,953.55 | | | | $657,953.55 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $34,190.12 | $2,650.00 | $26,554.94 | | $4,985.18 | $34,190.12 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $240,557.78 | $24,690.96 | $8,962.91 | $140,228.98 | | $116,056.85 | $265,248.74 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $108,770.07 | $0.00 | $108,770.07 | | | | $108,770.07 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $101,414.12 | $66,751.40 | | $143,608.52 | | $24,557.00 | $168,165.52 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,590.00 | $0.00 | $1,590.00 | | | $1,590.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $318.00 | $0.00 | | | $318.00 | $318.00 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $105,525.00 | $1,060.00 | $105,525.00 | | | $1,060.00 | $106,585.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $77,451.91 | $2,120.00 | $73,953.91 | | $1,378.00 | $77,451.91 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $142,497.20 | $6,614.40 | $144,420.10 | | | $4,691.50 | $149,111.60 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $146,022.74 | $6,567.76 | $150,262.74 | $1,797.76 | | $530.00 | $152,590.50 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,060.00 | | | | $1,060.00 | $1,060.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $114,016.99 | $7,462.36 | $3,180.00 | $118,299.35 | | | $121,479.35 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $1,622,980 | $457,879 | 28.212% | 9.527% | 37.739% | $530,405.82 | 0.000% | 32.681 % | **Total:** | $530,405.82 |
| | | | | | | | | **LEA-wide Total:** | $530,405.82 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $4,240.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,650.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $8,962.91 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $108,770.07 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|-------------------------------------------------|-------|-------------------------------|----------|------------------------------------------------------------|---------------------------------------------|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $105,525.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,120.00 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $144,420.10 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $150,262.74 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $3,180.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $2,459,773.00 | $2,397,915.29 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $11,554 | $11,554.00 |
| 1 | 1.2 | Instructional materials and technology | No | $103,596 | $103,595.83 |
| 1 | 1.3 | Clean and safe facilities that support learning | | $333,981 | $333,981.05 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $4,240 | $4,240.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $234,480 | $217,803.65 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $648,185 | $637,863.36 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $34,190 | $34,190.12 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $236,377 | $234,593.84 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $104,296 | $104,296.07 |
| 2 | 2.5 | Support for students with disabilities | No | $133,751 | $133,751.40 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1,590 | $1,590.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $318 | $318.00 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $102,937 | $102,936.56 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $77,452 | $77,451.91 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $144,599 | $144,599.40 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $167,930 | $148,929.96 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,060 | $1,060.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $119,237 | $105,160.14 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $404,877 | $562,995.67 | $304,010.09 | $258,985.58 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $4,240.00 | $4,240.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $2,650.00 | $2,650.00 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $158,939.50 | $5,310 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $104,296.07 | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $140,862.20 | | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $2,120.00 | $2,120.00 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $139,907.90 | $139,907.90 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $5,740.00 | $146,602.19 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,060.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $3,180.00 | $3,180.00 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $1,058,717 | $404,877 | 0.000% | 38.242% | $304,010.09 | 0.000% | 28.715% | $100,866.91 | 9.527% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

  o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

  Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

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# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

## State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

## A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o   When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

## A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

  ▪   The reasons for the ineffectiveness, and

  ▪   How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

## Action #

- Enter the action number.

## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o   Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

    o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o   This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o  This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o  This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o  If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o  This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 7

CDS Code: 19-64733-0117655

School Year: 2024-25

LEA contact information:

Meagan Wittek

Principal

mwittek@magnoliapublicschools.org

(818) 886-0585

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$4,026,884
65 %

All federal funds,
$315,432 , 5%

All local funds,
$271,342 , 4%

All other state funds,
$1,558,388 , 25%

LCFF supplemental &
concentration grants,
$1,075,950 , 18%

All Other LCFF funds,
$2,950,934 , 48%

This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 7 is $6,172,046, of which $4,026,884 is Local Control Funding Formula (LCFF), $1,558,388 is other state funds, $271,342 is local funds, and $315,432 is federal funds. Of the $4,026,884 in LCFF Funds, $1,075,950 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 7 plans to spend $6,143,951.60 for the 2024-25 school year. Of that amount, $6,143,951.60 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 7 is projecting it will receive $1,075,950 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 7 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy 7 plans to spend $1,212,514.93 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $856,709

□ Actual Expenditures for High Needs Students in LCAP — $709,833

(Horizontal axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000)

This chart compares what Magnolia Science Academy 7 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 7's LCAP budgeted $856,708.84 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent $709,833.25 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-146,875.58,999,999,997 had the following impact on Magnolia Science Academy 7's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 7 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 7 | Meagan Wittek<br>Principal | mwittek@magnoliapublicschools.org<br>(818) 886-0585 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 1 | 2022-23: 0 | 2023-24: 1 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 1 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 93.0% | 2021-22: (Spring 2021 to Fall 2021) 100% | 2022-23: (Fall 2021 to Fall 2022) 81% <br><br> This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 88% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.0% | 2021-22: (As of 5/12/22) 95.3% | 2022-23: (As of 5/12/23) 94.8% | 2023-24: (As of 12/15/23) 97.4% | 2023-24: 97.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1:
Planned Actions - teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.
Actual Implementation of Actions - All planned actions were implemented except for performance pay since this was taken out of the MPS policy. All students, TK-5th received quality instruction from fully credentialed teachers, with the exception of one who was working on a permit to complete her credential. Fourteen new staff members were hired this school year resulting in a need to complete a live scan and TB test and be reimbursed for the fees.

Goal 1 Action 2:
Planned Actions - textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, Asset Works, firewall, Datto, Cloud Ready, Zoom, Go Guardian, etc.), phone/internet, and depreciation.

Actual Implementation of Actions - All planned actions were implemented. 100% of all enrolled students had access to their own copies of standards-aligned instructional materials for use at school and at home. Our school has more than a one-to-one ratio of technology devices to students. We continue to share an IT Manager with another school site so he works at each campus part-time. All eleven classrooms are now equipped with Viewsonic Interactive Boards as well as an extra one to be used for student and parent programs.

Goal 1 Action 3:
Planned Actions - facilities rent/acquisition cost, custodial staff salaries, and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety-related expenses (PPE, nursing services, etc.), and insurance costs (workers' compensation, Charter SAFE, etc.)
Actual Implementation of Actions - All planned actions were implemented. Our current facilities are considered to be in "good repair". Multiple upgrade and maintenance projects were done including, new doors installed, plumbing repairs, etc. Custodial and health and safety needs were a priority as we continue to help try and limit the spread of the COVID-19 virus and other viruses, therefore more custodial supplies were purchased.

Goal 1 Action 4:
Planned Actions - student meals, water, and refreshments.
Actual Implementation of Actions - As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all classrooms and offices continue to have a water dispenser and cups with monthly service.

Goal 1 Action 5:
Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back office related expenses (Adaptive Insights, Data Works, etc.)
Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $18,900
Actual: $18,900
Explanation: There are no discrepancies for 1.1 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 1 Action 2
Budgeted: $312,318
Actual: $312,318

Explanation: There are no discrepancies for 1.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 1 Action 3
Budgeted: $800,538
Actual: $834,310
Explanation: The budgeted expenditures for 1.3 were about $34,000 less than the actual expenditures. This discrepancy is not significant as it is less than 10% of the budgeted amount.

Goal 1 Action 4
Budgeted: $17,280
Actual: $17,280
Explanation: There are no discrepancies for 1.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 1 Action 5
Budgeted: $687,765
Actual: $687,765
Explanation: There are no discrepancies for 1.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. We were able to hire all necessary staff and teachers and support them with any hiring fees. Being able to support eligible staff members with hiring and other fees, helps move the hiring process along and get qualified staff members into their respective positions more quickly.

Action 2: This action was effective in making progress toward the goal. We were able to provide all students with the instructional materials and technology needed to access their curriculum and learning. Thanks to the additional funding provided to schools, more technology was purchased allowing for at least a one-to-one student-to-device ratio and Chromebook carts in all classrooms TK-5th as well as Viewsonic Interactive Boards in every classroom. We were also able to keep our IT manager, by continuing to split the position with another school. It has been very helpful to have an IT Manager who can assist with the maintenance of all devices, internet reliability, testing support, etc.

Action 3: This action was effective in making progress toward the goal. We were able to put protocols in place and purchase all necessary items to ensure students and staff had access to a safe, secure, healthy, and high-quality learning and working environment. This funding allowed us to keep an additional custodian.

Action 4: This action was effective in making progress toward the goal. As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all classrooms and offices were provided a water dispenser and cups with monthly service. Having the funding to be able to do this allowed students and staff to attend school in a safe, healthy, and comfortable school setting.

Action 5: This action was effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #1 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. We will continue to prioritize budgeting and decision making to provide our students with standards-aligned curriculum and access to all instructional materials and technology required for equitable learning. Maintaining our facility and ensuring the health and safety of our students and staff will also remain a priority as we ensure all necessary items are in stock and any needed repairs are complete. The biggest change our school experienced this year that falls under Goal #1 is that we transitioned the full time security guard we had through a third party vendor to being a full-time employee (Campus Safety Aide). We plan on keeping this position for next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|--------|-------------|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 90% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 95% | 2023-24: (As of 5/20/24) 95% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 68% | 2021-22: (As of 5/13/22) 61% | 2022-23: (As of 5/12/23) 75% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 63% | 2021-22: (First semester) 0% | 2022-23: (First semester) 89% | 2023-24: (First semester) 82% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 63.0 | 2021-22: (As of 5/13/22) 162.0 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 75.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 44.54%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 37.50%<br>• Students with Disabilities: 25.00%<br>• Hispanic: 34.57%<br>• White: 85.71% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 37.86%<br>• English Learners: 15.38%<br>• Socioeconomically Disadvantaged: 32.04%<br>• Students with Disabilities: 5.88%<br>• Hispanic: 33.34%<br>• White: 42.86%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 36.50%<br>• English Learners: 9.31<br>• Socioeconomically Disadvantaged: 31.03%<br>• Students with Disabilities: 8.70%<br>• Asian: *<br>• Hispanic: 34.62%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 38.00% | 2022-23:<br>• All Students: 51.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 44.00%<br>• Students with Disabilities: 35.00%<br>• Hispanic: 41.00%<br>• White: 87.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • All Students: 34.22%<br>• English Learners: 15.87%<br>• Students with Disabilities: 4.00%<br>• Hispanic: 29.01%<br>• White: 52.38%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• All Students: 57.71% | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 34.27%<br>• English Learners: 13.79%<br>• Students with Disabilities: 20.59%<br>• Hispanic: 27.13%<br>• White: 42.86%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 44.83% | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 7.7 points below standard<br>• English Learners: | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard)<br>• All Students: 30.2 points below standard<br>• English Learners: | 2022-23: (2023 Dashboard)<br>• All Students: 32.7 points below standard<br>• English Learners: | 2022-23: (2023 Dashboard)<br>• All Students: 1.0 point below standard<br>• English Learners: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 24.1 points below standard<br>• Socioeconomically Disadvantaged: 21.7 points below standard<br>• Students with Disabilities: 50.8 points below standard<br>• Hispanic: 24.5 points below standard<br>• White: 62.9 points above standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 53.3%<br>• English Learners: 55.4%<br>• Students with Disabilities: 45.2%<br>• Hispanic: 55.2%<br>• White: 57.1% | 58.4 points below standard<br>• Socioeconomically Disadvantaged: 44.5 points below standard<br>• Students with Disabilities: 82.4 points below standard<br>• Hispanic: 39.0 points below standard<br>• White: 5.2 points below standard | 58.4 points below standard<br>• Socioeconomically Disadvantaged: 44.8 points below standard<br>• Students with Disabilities: 107.7 points below standard<br>• Asian: *<br>• Hispanic: 40.0 points below standard<br>• White: * | 16.0 points below standard<br>• Socioeconomically Disadvantaged: 13.0 points below standard<br>• Students with Disabilities: 40.0 points below standard<br>• Hispanic: 16.0 points below standard<br>• White: 64.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 36.6%<br>• English Learners: 28.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 53.3% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 45.9% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 60.7% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 33.9%<br>• Students with Disabilities: 47.4%<br>• Asian: 38.9%<br>• Hispanic: 33.9%<br>• White: 50.0% | • English Learners: 55.4%<br>• Socioeconomically Disadvantaged: 54.5%<br>• Students with Disabilities: 45.2%<br>• Asian: 47.8%<br>• Hispanic: 55.2%<br>• White: 57.1% | • English Learners: 42.4%<br>• Socioeconomically Disadvantaged: 43.0%<br>• Students with Disabilities: 42.4%<br>• Asian: 64.0%<br>• Hispanic: 45.5%<br>• White: 41.2% | • English Learners: 57.6%<br>• Socioeconomically Disadvantaged: 57.5%<br>• Students with Disabilities: 68.8%<br>• Hispanic: 59.7%<br>• White: 71.4% | • Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 60.0%<br>• Hispanic: 60.0%<br>• White: 60.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 32.14%<br>• English Learners: 3.45%<br>• Socioeconomically Disadvantaged: 25.61%<br>• Students with Disabilities: 25.00%<br>• Hispanic: 24.10%<br>• White: 57.14% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics | 2021-22:<br>• All Students: 26.24%<br>• English Learners: 5.00%<br>• Socioeconomically Disadvantaged: 19.23%<br>• Students with Disabilities: 5.88%<br>• Hispanic: 22.68%<br>• White: 21.43%<br><br>We have used the Measures of Academic Progress | 2022-23:<br>• All Students: 21.90%<br>• English Learners: 2.33%<br>• Socioeconomically Disadvantaged: 16.38%<br>• Students with Disabilities: 4.35%<br>• Asian: *<br>• Hispanic: 17.3%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24): | 2022-23:<br>• All Students: 38.00%<br>• English Learners: 13.00%<br>• Socioeconomically Disadvantaged: 32.50%<br>• Students with Disabilities: 35.00%<br>• Hispanic: 32.00%<br>• White: 59.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 26.34%<br>• English Learners: 12.70%<br>• Students with Disabilities: 8.00%<br>• Hispanic: 22.90%<br>• White: 23.81%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 30.42% | (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 28.02%<br>• English Learners: 8.47%<br>• Students with Disabilities: 5.88%<br>• Hispanic: 21.80%<br>• White: 42.86%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br>• All Students: 24.30% | • All Students: 37.25% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 32.1 points below standard<br>• English Learners: 54.7 points below standard<br>• Socioeconomically Disadvantaged: 43.8 points below standard<br>• Students with Disabilities: 58.5 points below standard<br>• Hispanic: 45.8 points below standard<br>• White: 3.9 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 53.8%<br>• English Learners: 56.2%<br>• Students with Disabilities: 51.6%<br>• Hispanic:53.6% | 2021-22: (2022 Dashboard)<br>• All Students: 46.1 points below standard<br>• English Learners: 70.7 points below standard<br>• Socioeconomically Disadvantaged: 54.6 points below standard<br>• Students with Disabilities: 84.6 points below standard<br>• Hispanic: 53.4 points below standard<br>• White: 56.7 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 58.2 points below standard<br>• English Learners: 79.9 points below standard<br>• Socioeconomically Disadvantaged: 69.5 points below standard<br>• Students with Disabilities: 101.7 points below standard<br>• Asian: *<br>• Hispanic: 67.8 points below standard<br>• White: * | 2022-23: (2023 Dashboard)<br>• All Students: 24.0 points below standard<br>• English Learners: 47.0 points below standard<br>• Socioeconomically Disadvantaged: 37.0 points below standard<br>• Students with Disabilities: 50.0 points below standard<br>• Hispanic: 38.0 points below standard<br>• White: 9.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 53.8% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 23.3%<br>• English Learners: 6.4%<br>• Socioeconomically Disadvantaged: 20.5%<br>• Students with Disabilities: 9.5%<br>• Asian: 33.3%<br>• Hispanic: 18.3%<br>• White: 33.3% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 53.8%<br>• English Learners: 56.2%<br>• Socioeconomically Disadvantaged: 54.3%<br>• Students with Disabilities: 51.6%<br>• Asian: 65.2%<br>• Hispanic:53.6%<br>• White: 53.8% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 45.0%<br>• English Learners: 37.7%<br>• Socioeconomically Disadvantaged: 43.5%<br>• Students with Disabilities: 32.4%<br>• Asian: 48.1%<br>• Hispanic: 43.6%<br>• White: 57.9% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 51.8%<br>• English Learners: 52.2%<br>• Socioeconomically Disadvantaged: 51.9%<br>• Students with Disabilities: 60.6%<br>• Hispanic: 49.0%<br>• White: 59.3% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 60.0%<br>• Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 60.0%<br>• Hispanic: 60.0%<br>• White: 60.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 46.4% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level: | 2021-22: (2022 Dashboard) 48.1% | 2022-23: (2023 Dashboard) 33.3% | 2022-23: (2023 Dashboard) 49.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>Level 4: 16%</li><li>Level 3: 34.5%</li><li>Level 2: 43%</li><li>Level 1: 6.8%</li></ul> | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 1.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 16% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 15.91% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 13.95% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<ul><li>All Students: 34.62%</li><li>English Learners: 6.25%</li><li>Socioeconomically Disadvantaged: 23.53%</li><li>Hispanic: 25.00%</li></ul> | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<ul><li>All Students: 24.53%</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 14.29%</li><li>Students with Disabilities: *</li><li>Hispanic: 15.63%</li></ul> | 2022-23:<ul><li>All Students: 29.55%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 25.71%</li><li>Students with Disabilities: *</li><li>Hispanic: 20.59%</li></ul> | 2022-23:<ul><li>All Students: 40.00%</li><li>English Learners: 15.00%</li><li>Socioeconomically Disadvantaged: 30.00%</li><li>Hispanic: 33.00%</li></ul> |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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Goal 2 Action 1:
Planned Actions - teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.
Actual Implementation of Actions - All planned actions were implemented. 100% of programs and services outlined in the charter petition were provided to students dependent on need and interest. State standards and adopted grade-level curriculum were used to deliver high quality instruction.

Goal 2 Action 2:
Planned Actions - professional development, tuition reimbursement, and TeachBoost software fees.
Actual Implementation of Actions - All planned actions were implemented. A robust professional development program was delivered to teachers and staff on a variety of topics including Guided Math, PLCs, SEL, PBIS, trauma-informed instruction, and more. Eight staff members participated in the tuition reimbursement program to help further their professional growth. The TeachBoost software program was used to document observation and coaching cycles as well as goal-setting and summative assessments for all staff. 100% of our teachers received a formal observation coaching cycle and 100% of our informal observation goal was achieved (we completed more informal observations than our set goal). We completed 31 Summative Assessments, 14 Formal Observations, 53 Informal Observations, and 18 Peer Observations.

Goal 2 Action 3:
Planned Actions - Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)
Actual Implementation of Actions - Most planned actions were implemented. All programs were used in the classroom and as part of small group learning and intervention/enrichment. All students in grade 1st-5th completed three rounds of NWEA MAP testing (Fall, Winter, and Spring). The biggest difference was that we had difficulty filling the Intervention Teacher position for the first half of the year so we adjusted it to be a part time teacher aid position with no benefits offered.

Goal 2 Action 4:
Planned Actions - EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.
Actual Implementation of Actions - All planned actions were implemented. ELD instruction is delivered in two models, integrated in the classroom by the teacher and designated by the ELD coordinator and aides in small groups. 92 students enrolled for the 2023-24 were classified as EL students with a breakdown of - Level 4: 11%, Level 3: 31%, Level 2: 42%, Level 1: 16%. The students just finished taking the 2024 ELPAC so these levels may change. So far, 4 students have qualified for reclassification.

Goal 2 Action 5:
Planned Actions - SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology.
Actual Implementation of Actions - All planned actions were implemented. Students with disabilities receive services and support as described in their IEPs based on their needs. Services include Resource, Speech, Occupational Therapy, DHH, Adapted Physical Education and counseling. They are provided either by the SPED coordinator, RSP teachers, SPED aides, school psychologist, or an outside service provider. 40 students enrolled for the 2023-24 school year have an IEP and receive services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,295,065
Actual: $1,322,161
Explanation: The planned expenditures for 2.1 were about $27,000 less than the actual expenditures. This discrepancy is not significant as it is less than 10% of the budgeted amount for this action.

Goal 2 Action 2
Budgeted: $56,961
Actual: $56,961
Explanation: There are no discrepancies for 2.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 2 Action 3
Budgeted: $662,461
Actual: $620,278
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $122,394
Actual: $122,394
Explanation: There are no discrepancies for 2.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 2 Action 5
Budgeted: $899,113

Actual: $899,113

Explanation: There are no discrepancies for 2.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. Teachers and principals are paid a competitive rate to ensure a high quality core curricular and instructional program is provided to the students. When a teaching position is not able to be filled by an effective teacher or our teachers call out, then we are required to call in a substitute to cover for that teacher which we did this year. We ended up having to use four long-term substitutes this year to cover various maternity leave positions and two positions where the teachers resigned mid-year.

Action 2: This action was effective in making progress toward the goal. In order to ensure that we are doing our best as a school in providing students with access to a high-quality academic program and that they are making progress on the CCSS, then we need to continue to develop and grow as educators. This can be done by providing quality professional development to our staff which we did. Another way we supported this growth was by offering and providing tuition reimbursement to staff members who want to continue their education or need to complete their induction programs. Lastly, high-quality instruction and professional growth need to be monitored and this can be done through observations and evaluations using the Teach Boost system.

Action 3: This action was effective in making progress toward the goal. Deans, coordinators, intervention staff, and instructional aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Additional programs such as after-school clubs and tutoring, Saturday school, and summer school, are provided to students to help them further access the CCSS and ensure they are pursuing academic excellence as well as working toward being college and career ready. In addition to the adults on campus working with the students and the provided extracurricular activities, we use funds to purchase several different supplemental digital programs to support student learning in a fun and engaging way as well as to assess student learning to help drive instruction.

Action 4: This action was effective in making progress toward the goal. The EL Coordinator and aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the EL students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing designated and integrated ELD, students can make more progress on the CCSS and pursue academic excellence.

Action 5: This action was effective in making progress toward the goal. The SPED Coordinator, RSP teachers, SPED aides, and school psychologist are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the SPED students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing push-in and pull-out support, students can

make more progress on the CCSS and pursue academic excellence. This support is also provided by service providers from an outside agency.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #2 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open so staff can continue to deliver the same high-quality level of instruction and support to students. We will continue to prioritize budgeting and decision making to provide our staff with quality professional development that will contribute to instruction and well-being of our students. For the 24-25 school year we will be participating in Writing PD, SEL training, ELD training and more. We will also have 5 staff members participating in the tuition reimbursement program as they pursue higher education, teaching credentials and induction programs. We will continue to observe, coach and evaluate our staff using the Relay coaching cycle we effectively used this year to maintain and even increase the number of informal observations and peer observations conducted.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 0% | 2021-22: (As of 5/13/22) 3% | 2022-23: (As of 5/12/23) 4% | 2023-24: (As of 5/20/24) 0% | 2023-24: 5% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 98% | 2022-23: (As of 5/12/23) 98% | 2023-24: (As of 5/20/24) 96% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 100% | 97% | 99% | 99% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 Action 1:
Planned Actions - college/career related materials and activities.
Actual Implementation of Actions - We are an elementary school so no funds were allocated to this action. We do promote a college and career readiness school culture but no financial resources were required or prioritized this year. We were able to take some students and families on a field trip to UC Santa Barbara using the Community School Grant funds.

Goal 3 Action 2:
Planned Actions - supplemental science program fees
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th created or demonstrated a STEAM focused project this year and the supplemental program Mystery Science assisted with the instruction to help teachers and students accomplish this goal.

Goal 3 Action 3:
Planned Actions - computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a computer/technology class as part of their weekly schedule and instruction.

Goal 3 Action 4:
Planned Actions - PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a PE class as part of their weekly schedule and instruction.

Goal 3 Action 5:
Planned Actions - teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and after-school/club expenses.
Actual Implementation of Actions - All planned actions were implemented. All students, TK-5th participated in a variety of programs to enrich and support their learning. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well rounded instructional program integrating STEAM.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 3 Action 2
Budgeted: $1,296
Actual: $1,296
Explanation: There are no discrepancies for 3.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 3
Budgeted: $122,788
Actual: $122,788
Explanation: There are no discrepancies for 3.3 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 4
Budgeted: $127,917
Actual: $127,917
Explanation: There are no discrepancies for 3.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 5
Budgeted: $646,139
Actual: $646,139

Explanation: There are no discrepancies for 3.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. No funds were allocated to this action because we are an elementary school, TK-5th, but we do promote a college-going culture through college visits, college/career days, and other college-related activities. We hold an annual College & Career Week which includes a STEAM-focused Career Day. This year some students and families took a college field trip to UC Santa Barbara using the Community School Grant. These events and opportunities allow students to see what options and opportunities there are for them.

Action 2: This action was effective in making progress toward the goal. By purchasing this interactive and hands-on science supplemental program, students become more engaged in their science instruction and learning. Having this program assisted us in accomplishing our action of 100% of our students TK-5th creating or demonstrating a STEAM-focused project this year. We also had a record 53 students participate in the MPS STEAM Expo this year helping to build that independent, innovative, and creative learning.

Action 3: This action was effective in making progress toward the goal. Part of the actions and metrics for goal #3 is for students to use technology in a transformative way. By having a full-time computer teacher, students are able to participate in weekly computer classes that teach them the technology skills they need to be successful. Students either participate in their computer and technology learning in the computer lab or in their classrooms with the one-to-one devices each room has. Students also have the opportunity to participate in technology-based after-school clubs such as coding and robotics.

Action 4: This action was effective in making progress toward the goal. All students were able to participate in weekly physical education and health lessons with our full-time PE teacher. All lessons and activities are aligned to grade-level state physical education standards. The lessons, grades TK-5th, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students also participate in daily recess and lunch play time and have sufficient equipment for these activities. 100% of 5th-grade students successfully participated in the PFT assessment as well.

Action 5: This action was effective in making progress toward the goal. All students, TK-5th participated in a variety of programs to enrich and support their learning and gave them access to a well-rounded education that supports their readiness for college and the global world. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well-rounded instructional program integrating STEAM.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #3 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open that fall under this goal (i.e. Computer Teacher, PE teacher, Intervention Teacher, etc.) so students can continue to have access to a well-rounded instructional program. We will also keep our annual subscription to Mystery Science since students and staff enjoy it and use it so much. This year alone over 500 Mystery Science lessons were used and taught to our students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 2 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 10 | 2021-22: (As of 5/13/22) 8 | 2022-23: (As of 5/12/23) 7 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 15 | 2021-22: (As of 5/13/22) 7 | 2022-23: (As of 5/12/23) 40 | 2023-24: (As of 5/20/24) 42 | 2023-24: 10 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 13.7% | 2021-22: (As of 5/13/22) 8.3% | 2022-23: (As of 5/12/23) 28.6% | 2023-24: (As of 5/20/24) 20.4% | 2023-24: 20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 97.09% | 2021-22: (P-2 ADA) 88.57% | 2022-23: (P-2 ADA) 92.50% | 2023-24: (P-2 ADA) 93.56% | 2023-24: 97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 7.8% | 2021-22: (As of 5/13/22) 27.2% | 2021-22: (2022 Dashboard) 24.5%<br><br>2022-23: (As of 5/12/23) 27.5% | 2022-23: (2023 Dashboard) 29.0%<br><br>2023-24: (As of 5/31/24) 16.2% | 2022-23: (2023 Dashboard) 9.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 0.3% | 2022-23: (As of 5/12/23) 0.4% | 2022-23: (2023 Dashboard) 0.4%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (2023 Dashboard) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (CDE DataQuest) 0.00%<br><br>2022-23: 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 92.3% Families: 65.4% Staff: 100.0% | 2021-22: Students: 97.2% Families: 51.7% Staff: 90.9% | 2022-23: Students: 97.9% Families: 89.3% Staff: 100% | 2023-24: Students: 96.8% Families: 82.2% Staff: 97.2% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 81% Families: 99% Staff: 97% | 2021-22: Students: 77.0% Families: 98.0% Staff: 93.0% | 2022-23: Students: 73% Families: 99% Staff: 90% | 2023-24: Students: 68.0% Families: 97.0% Staff: 81.0% | 2023-24: Students: 80% Families: 100% Staff: 95% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 87% | 2021-22: (Spring 2021 to Fall 2021) 88.0% | 2022-23: (Spring 2022 to Fall 2022) 88% | 2023-24: (Spring 2023 to Fall 2023) 95.91% | 2023-24: (Spring 2023 to Fall 2023) 90% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 Action 1:
Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees.
Actual Implementation of Actions - DTS fees are paid through the Home Office budget

Goal 4 Action 2:
Planned Actions - Infinite Campus SIS fees, Parent Square software fees, School Mint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

Actual Implementation of Actions - All planned actions were implemented. More Home Visits were conducted than last year. Our school wide goal was 30% of our student population will receive a Home Visit. We got very close to achieving this goal with 29% of our students receiving a Home Visit this year. The virtual Home Visit policy that was approved by our Board continues to stay in effect, however, the majority of our home visits were held in person. We also held more parent activities and events than we have in the past few years. We had a goal of 10 but we actually held 40.

Goal 4 Action 3:
Planned Actions - Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.
Actual Implementation of Actions - All planned actions were implemented. Additional SEL and PBIS PD for staff and SEL and PBIS programs for students were added throughout the year to address the high level of needs exhibited by students in recent years. All students received one free set of school uniforms at the start of the school year.

Goal 4 Action 4:
Planned Actions - Panorama Education survey fees.
Actual Implementation of Actions - All planned actions were implemented. 82% of families, 97% of students, and 97% of staff members completed the Educational Partner survey in Spring 2024. Our school received an approval rating of 97% from families, 68% from students, and 81% from staff.

Goal 4 Action 5:
Planned Actions - membership fees (CCSA, WASC, etc.)
Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state, expansion projects, and participation in our first year of Community Schools Grant Implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 4 Action 2
Budgeted: $148,441
Actual: $148,441

Explanation: There are no discrepancies for 4.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 4 Action 3
Budgeted: $93,432
Actual: $93,432
Explanation: There are no discrepancies for 4.3 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 4 Action 4
Budgeted: $1,620
Actual: $1,620
Explanation: There are no discrepancies for 4.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 4 Action 5
Budgeted: $224,695
Actual: $266,825
Explanation: The actual expenditures for 4.5 were about $42,000 more than planned expenditures. One contributing factor for this difference is the salaries and benefits for the clerical and technical support personnel for the California Community Schools Partnership Program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. Although we are a school that frequently seeks input and guidance for decision-making from our families, we did not allocate any funds for this action. We did hold most of the projected parent meetings as explained in our LCAP and we administered the annual Educational Partner surveys. For the 2023-24 school year, we conducted 7 PAC meetings, 9 PTF meetings, 3 ELAC meetings, 6 Coffee with the Admin meetings, and held 40 parent participation events and activities. During these meetings, feedback and input were sought for items such as LCAP development, budget development, safety plan development, etc.

Action 2: This action was effective in making progress toward the goal. The steps taken for action 2 helped our educational partners feel a sense of community and connectedness. This includes holding events such as the Community Resource Fair, Back to School Night, Steam Expo, parent/teacher conferences, regular meetings, and more. As we brought these events and activities to our community, we worked hard to make our families and community feel comfortable and included. We were able to prioritize home visits again and increased our rate of students who were visited from 18% last year to 29% this year. The work we put into this action contributed to the 97% approval rating we received from families on the educational partner survey.

Action 3: This action was effective in making progress toward the goal. Having an office/attendance clerk tremendously helps our school and parents have meaningful engagement opportunities with each other. We were also able to provide every student with one free school uniform set this year which contributes to their sense of connectedness. Lastly, we were able to provide our staff with multiple PD sessions on the topics of PBIS and SEL, knowing how important it would be this year for us to have strong behavior and social-emotional support in place for our students. Thanks to the strong PBIS systems we put into place, we saw a dramatic decrease in behavior referrals and incidents this year. We also saw a decrease in student mental health needs as compared to last year and kept many of the mental health and SEL services in place for our students. This included a school-wide SEL music program, 3 student support groups, one-on one counseling for over 40 students, and family therapy for 4 families.

Action 4: This action was effective in making progress toward the goal. This action is dedicated to giving our educational partners a platform to share their feedback on critical areas of our school functionality to allow us an opportunity to review data, reflect and refine as needed. Having families participate in these annual surveys truly allows for collaboration as we develop our school-wide action plans based on the input received. Parents are able to see their voices put into action. For example, families gave feedback about wanting a sports program for their children we partnered with a third-party vendor to provide after-school sports to our students this year.

Action 5: This was an area where we as a school community feel there was a lot of growth and progress made. We increased the number of community partnerships this year (22 total partnerships), held multiple community events (12 events), increased our marketing and branding, participated in more enrollment events (20 events), and really used our parent champions/PTF Board members to advocate for our school. By taking all these steps, it helps us all feel more connected through coming together to collaborate and work toward creating a safe and nurturing environment for all of our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #4 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we will continue holding parent meeting and family and community events next year. We will also continue to prioritize the staff positions that help us better connect with and serve our school and community. This includes our office staff, our Community School Coordinator, an added ELOP Coordinator this year and and new Family Success Coordinator being added next year. We will also continue to administer the annual educational partner survey knowing how critical that data and information is to our decision making and planning. This year we were able to increase our parent meetings and workshops to be monthly so we plan to continue that. Additionally, we increased our Home Visit rate by 10% for a total of 29% of our students receiving a home visit this year. We hope to maintain the same rate if not higher next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 7 | Meagan Wittek<br>Principal | mwittek@magnoliapublicschools.org<br>(818) 886-0585 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college-motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 has 276 students in grades TK-5 and mainly draws enrollment from Northridge, Reseda, and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrants with a language other than English spoken at home. A high concentration of the families MSA-7 serves to face economic challenges. MSA-7 has a diverse enrollment, including 71% Hispanic/Latino, 12% White, Black 6%, Asian %11.  83% Socioeconomically Disadvantaged, 15% Special Education, and 33% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out-of-school resource links.

Magnolia Science Academy 7
Address: 18355 Roscoe Blvd, Northridge, CA, 91325
Phone: 818-886-0585
Email: mwittek@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available. The data below is from the most recent California Dashboard data available and identified areas of strength:

Suspension Indicator on the California Dashboard is at a very low rate and continues to maintain this measure

English Learners Language Progress student group Indicator on the California Dashboard is at a medium level and continues to move towards a high or very high level in ELA.

All significant groups (EL, SED, Hisp.) on the California Dashboard have a performance level of orange and are performing significantly higher compared to the State Status in Math..

English Language Arts indicator on the California Dashboard is orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it, MSA-7 is higher than all shared (neighborhood) similar schools in ELA based on the 2023 SBAC result. and all students maintained improved from the spring of 2018 to the fall of 2018.

Mathematics indicators on the California Dashboard are also orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it, MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH based on the 202318 SBAC results.

In terms of organizational, management, and program areas, LAUSD Charter School Department Site visitors have not provided us with the 2023-24 Oversight Visit report as of yet.

Some additional successes our school accomplished this year include:

100% of our students had access to all curricular and technology items needed to access their academic program.

100% of our students have created and/or demonstrated a STEAM-focused project this year as well as completed a Computer/Technology class.

Educational partner approval rates of 73% for students, 99% for families, and 90% for staff.

MSA-7 seeks to continually develop professional learning opportunities for all educational partners in the areas of academic and socio-emotional development. Potential training includes development in a growth mindset, culturally responsive teaching, trauma-informed instruction, PBIS, addressing learning loss, and more. MSA-7 continues to be proud of its efforts to develop the capacity of special populations such as English Language Learners and SPED students. Continual support and compliance are provided to the staff in the form of professional learning opportunities, grade-level meetings, webinars, and other training. In the classroom, students are introduced to all common core education model components.


CHALLENGES

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available. The data below is from the most recent Dashboard data available and identified areas of need in order to close the achievement gap:

Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino, and EL students are on the color indicator of red.

English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged and, Hispanic Latino are a color orange and EL students are on the color indicator of yellow. red.

We knew that all of our students would need additional support and interventions as we continue to mitigate the learning loss caused by the school closures. However, looking at data including MAP assessments, benchmarks, reading levels, and classroom grades, we knew that our students identified as English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students presented a higher level of need.

We put several plans in place to address these needs that will continue next year including:

Summer Learning Academy

Saturday Learning Academy

Hiring an Intervention teacher to support students and teachers in ELA and Math

Push in and pull out supports for students

Adopting the supplemental program, implementing IXL for data monitoring and basic skills practice

Adopting a benchmark program for TK-2nd

Hiring a full-time Community Schools Coordinator to work with and support families and seek community resources

Implementing a Guided Math program

Additional mental health and SEL support for students and staff


Some additional identified areas of need include:

Per student and staff surveys, there is a need for more enrichment programs such as sports and art. We are looking to add more sports-focused clubs next year as well as continue with another year of a TK-5th music and art program through a third-party vendor

Per staff and parent surveys, facility and playground upgrades are needed. Several projects have been completed and many more are scheduled.

Providing students with the opportunity to participate in accelerated/advanced math programs


More informal observations and coaching sessions for staff as conducted by the administration

MSA-7 seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics, further understand the needs of the teaching community, and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, a site-based orientation that addresses school and individual needs, a mentorship program with seasoned staff members on site, and other factors that are currently being developed to support teachers as they continue to face the challenges of supporting students with their academic and socio-emotional learning as well as behavioral and mental health needs.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parents | Information/input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council(PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PAC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low-income, English learners, foster youth, etc.) Feedback from our PAC and ELAC provides valuable input for the new LCAP. In addition, the Charter School conducts educational partner surveys for parents, students, and staff, and the Charter School staff makes home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical educational partners. |
| Students | All students in grades 3rd-5th participate in an annual educational partner survey where they are given opportunities to provide feedback on important aspects of their school. |
| Teachers | Staff and teachers are given regular LCAP updates at monthly staff meetings. All staff are given an opportunity to participate in an annual educational partner survey where they can provide feedback on important aspects of their school. Results of the surveys are shared with educational partners upon completion of the surveys. |
| School administrators | The school admin team meets weekly and the LCAP is standing item on the agenda. Data is reviewed to measure progress toward meeting |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | the goals and plans are reviewed. Additionally the home office team provides monthly updates to the school principals on each school's progress toward meeting their LCAP goals and metrics. |
| Other school personnel | Staff and teachers are given regular LCAP updates at monthly staff meetings. All staff are given an opportunity to participate in an annual educational partner survey where they can provide feedback on important aspects of their school. Results of the surveys are shared with educational partners upon completion of the surveys. |
| SELPA | Reviewed during annual oversight visit. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

9/19/2023
Reviewed SBAC and MAP data for the previous school year
Parents showed concern for low score and would like a follow up once we get current year data
Reviewed MTSS and asked for a parent rep for PBIS team

10/17/2023
Shared LCAP goals

Local Control Accountability Plan developed by school community to determine spending of ALL school funds into 4 main goals
Basic services for high quality learning environment
Upgrades, instructional material, technology
Excellence
Community schools grant and coordinator, professional development,
Innovation
PE, Computer, intervention teachers, online educational supports, Robotics, GATE Program, music program
Connection
PACE, Community Schools, Office staff, Home visits, in-person events
PAC Member requested info about the new music program
Why the change in Music programs
More flexible options
Credentialed music teachers not just credential teachers

11/16/2024
Shared school wellness plan asked PAC for input
Possible areas for growth:
Before and after school activities that promote physical and mental fitness

Kids to Pro Program afterschool
Finding more funds to offer it to more students
Providing activities and opportunities for staff
Staff teaching staff Physical Fitness classes
Add wellness section Back to staff bulletin
Finding ways to normalize therapy
Add reminders for mental health
3/14/2024
Community school Assets and Needs Data walk
Review family responses
Integrated students support- most families are aware, but from those who do not, provided them with the information and possible resources, purchased translation device, possibly put a reach out for help comment section
Expanded and enriched learning opportunities- adding more art, sports, language, and gate
Engagement- work schedules, child care prevent attendance, would like more raffles, reward, and reminders
Cultures represented Activities and Events- explore more cultural options
Leadership Practices- 7% unaware
Collaborative Environment- 10% encourage more efforts
The way the questions were set up caused a bit of confusion because they were not as clear as we would like which added to the results

* Questions/comment:
How do you prevent an increase in bad behavior if you don't suspend
We have procedures in places that ultimately can lead to suspension, but we take every avenue to support students and families be for we look at that track

5/21/2024
Ed Partner Survey Results
Areas for improvement
Rebuilding on a sense of belonging. Reflect and brainstorm on how to increase
Identified needs: support for academic learning
Safety, no on-campus incidents, but a lack of presence from assigned staff
Student behaviors. Support teachers on how to handle within the classroom
Areas of focus
Partnering with restorative practices for staff, families, and students
Hired new Arc site coordinator to improve the program and services
Hired full-time ELOP coordinator to improve communication between students, staff, and families for all outside-of-school-hour events and activities
Exploring new food vendors
Getting staff for child development training to work with students
Using Translate Live device for translation with the families
*Questions/comments:

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 7

Can not wait to see the changes to the food
Would like to see the kids still held accountable for their actions even if you cannot take recess away
New ARC staff has already been making positive changes to the ARC program

11/15/22 2023-24
- reviewed School Wellness Plan and gave input for school goals
- Goal #1 incorporate more sports into the after-school clubs, add physical activities during morning line-up time, and give parents opportunities to come to play sports with students.
- Goal #2 create staff wellness challenges, connect with wellness/fitness companies
- Goal#3 provide mindfulness training for teachers

1/17/23 Reviewed school safety plan- parents are happy with the precautions that the school has taken such as hiring a security guard.
Shared SEL Data, parents are interested in school-wide SEL curriculum 2/11/23
- Discussed plans for ELOP funds, parents were on board and grateful for more after-school program opportunities 3/21/23
- Shared that we submitted for an Implementation plan for CCSPP
- Parents asked what CCSPP funding can be used for.
- Student Rep. asked for more parent support and a possible mentor program

5/16/23 Student Reps shared ideas for the PBIS reward system

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 77.3% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 88% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 96.4% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $18,900.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $237,267.60 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title II, $981.72 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and | $795,626.38 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $17,280.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $387,765.55 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 100% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 82% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 36.50%<br>• English Learners: 9.31<br>• Socioeconomically Disadvantaged: 31.03% | | | 2025-26:<br>• All Students: >= 45.00%<br>• English Learners: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 8.70%<br>• Asian: *<br>• Hispanic: 34.62%<br>• White: * | | | • Socioeconomically Disadvantaged: >= 41.00%<br>• Students with Disabilities: >= 15.00%<br>• Hispanic: >= 43.00%<br>• White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 32.7 points below standard<br>• English Learners: 58.4 points below standard<br>• Socioeconomically Disadvantaged: 44.8 points below standard<br>• Students with Disabilities: 107.7 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 23.0 points below standard<br>• English Learners: 49.0 points below standard<br>• Socioeconomically Disadvantaged: 35.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 40.0 points below standard<br>• White: * | | | • Students with Disabilities: 93.0 points below standard<br>• Hispanic: 30.0 points below standard<br>• White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 60.7%<br>• English Learners: 57.6%<br>• Socioeconomically Disadvantaged: 57.5%<br>• Students with Disabilities: 68.8%<br>• Hispanic: 59.7%<br>• White: 71.4% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Asian: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.13 (CGP: 87th percentile)<br>• English Learners: CGI: 1.00 (CGP: 84th percentile)<br>• Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile)<br>• Students with Disabilities: CGI: 3.54 (CGP: 100th percentile)<br>• Hispanic: CGI: 1.41 (CGP: 92nd percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Asian: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 50th percentile )<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile )<br>• White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 21.90%<br>• English Learners: 2.33%<br>• Socioeconomically Disadvantaged : 16.38%<br>• Students with Disabilities: 4.35%<br>• Asian: *<br>• Hispanic: 17.3%<br>• White: * | | | 2025-26:<br>• All Students: >= 30.00%<br>• English Learners: >= 10.00%<br>• Socioeconomically Disadvantaged: >= 26.00%<br>• Students with Disabilities: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 26.00% <br> • White: * | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <br> • All Students: 58.2 points below standard <br> • English Learners: 79.9 points below standard <br> • Socioeconomically Disadvantaged: 69.5 points below standard <br> • Students with Disabilities: 101.7 points below standard <br> • Asian: * <br> • Hispanic: 67.8 points below standard <br> • White: * | | | 2025-26: (2026 Dashboard) <br> • All Students: 49.0 points below standard <br> • English Learners: 70.0 points below standard <br> • Socioeconomically Disadvantaged: 60.0 points below standard <br> • Students with Disabilities: 87.0 points below standard <br> • Hispanic: 58.0 points | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 60.7%<br>• English Learners: 57.6%<br>• Socioeconomically Disadvantaged: 57.5%<br>• Students with Disabilities: 68.8%<br>• Hispanic: 59.7%<br>• White: 71.4% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Asian: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.44 (CGP: 67th percentile)<br>• English Learners: CGI: 0.57 (CGP: | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | the national growth norms (Source: NWEA MAP) | 72nd percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile)<br>• Students with Disabilities: CGI: 2.29 (CGP: 99th percentile)<br>• Hispanic: CGI: 0.42 (CGP: 66th percentile)<br>• White: CGI: * | | | • English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Asian: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 33.3% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 13.6% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 29.55%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 25.71%<br>• Students with Disabilities: *<br>• Hispanic: 20.59% | | | 2025-26:<br>• All Students: >= 30.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically Disadvantaged: >= 30.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Students with Disabilities: *<br>• Hispanic: >= 30.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic | $1,354,416.13 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. | $58,801.08 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Tuition reimbursement for professional development: Resource: Title II, $16,200<br>• Professional Development: Resource: Title IV, Part A (ESEA) $4,870 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) | $682,170.22 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The following expenditures will be funded by federal Title funds:<br>• Instructional Aide Salaries: Resource: Title I, $75,677.64<br>• Benefits: Resource: Title I, $19,164.69<br>• Educational Software: Resource: Title I, $15,220<br>• Educational Software: Resource: Title IV, Part A (ESEA), $4,325.4 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.<br><br>The following expenditures will be funded by federal Title funds: N/A | $126,043.25 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $921,073.51 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

> Priority 7: Course Access (Conditions of Learning)
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 0% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/xx/24) xx% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software - Resource: Title I; Amount: $1,296 | $1,296.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $126,436.62 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic | $121,899.08 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded | $659,524.87 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 4 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 42 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 20.4% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.56% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 29.0% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.4% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.8 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.9 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 96.8% Families: 82.2% Staff: 97.2% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.10 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 68.0%<br>Families: 97.0%<br>Staff: 81.0% | | | 2026-27:<br>Students: >= 65%<br>Families: >= 95%<br>Staff: >= 80% | |
| 4.11 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 89%<br>Families: 96%<br>Staff: 88% | | | 2026-27:<br>Students: >= 75%<br>Families: >= 95%<br>Staff: >= 85% | |
| 4.12 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023)<br>95.91% | | | 2026-27: (Spring 2026 to Fall 2026)<br>>= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, | $152,335.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title I funds:<br>• 5800 Professional Services: $1,620<br>• 3500 Unemployment Insurance: $40<br>• 3300 OASDI/Medicare: $116<br>• 3100 STRS: $1,528<br>• 1100 Teacher Salaries: $8,000 |  |  |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and | $95,096.68 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 7

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Instructional Materials & Supplies: Resource: Title I, $4,540.32<br>• Professional Services: Resource: Title IV, Part A (ESEA), $8,081.64 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information | $1,620.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>&bull; Professional Services - Title I: $1,620 | | |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $386,123.89 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,075,950 | $75,216 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 26.719% | 12.061% | $310,526.75 | 38.780% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | - Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:** Professional development for high-quality instruction<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | assessment from fall to spring (Source: NWEA MAP)<br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br><br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br><br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br> LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

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| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs  **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3: <br> • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) <br> • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:** <br> LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:** <br> Digital literacy and citizenship programs <br><br> **Need:** <br> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3: <br> • Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: |

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| | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br> LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| **3.4** | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>  LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| **3.5** | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br> LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am |

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| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making<br><br>**Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

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| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

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| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>    LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate |

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| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

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| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.3 | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

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| | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic |

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| | | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.4** | **Action:**<br>Annual educational partner surveys | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff | Goal 4:<br>• School experience survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.<br><br>**Scope:** | with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will | "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.5 | **Action:** Community outreach and partnerships<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | School Dashboard, SIS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-7 will utilize the concentration grant add-on funds ($75,216) in the following manner:

MSA-7 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $4,026,884 | $1,075,950 | 26.719% | 12.061% | 38.780% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,116,843.53 | $2,773,018.98 | | $254,089.09 | $6,143,951.60 | $3,626,115.46 | $2,517,836.14 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $18,900.00 | $18,900.00 | | | | $18,900.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $237,267.60 | $159,485.88 | $76,800.00 | | $981.72 | $237,267.60 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $199,824.94 | $595,801.44 | $423,844.94 | $371,781.44 | | | $795,626.38 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $17,280.00 | $17,280.00 | | | | $17,280.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $387,765.55 | $342,138.55 | $45,627.00 | | | $387,765.55 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,271,416.13 | $83,000.00 | $959,959.23 | $394,456.90 | | | $1,354,416.13 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $58,801.08 | $10,141.08 | $27,600.00 | | $21,060.00 | $58,801.08 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $639,883.13 | $42,287.09 | $467,194.72 | $100,587.77 | | $114,387.73 | $682,170.22 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $126,043.25 | $0.00 | $126,043.25 | | | | $126,043.25 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $614,179.43 | $306,894.08 | | $851,855.83 | | $69,217.68 | $921,073.51 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,296.00 | | | | $1,296.00 | $1,296.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $121,036.62 | $5,400.00 | $126,436.62 | | | | $126,436.62 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $119,199.08 | $2,700.00 | $121,899.08 | | | | $121,899.08 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $659,524.87 | $16,040.00 | $621,884.87 | | $21,600.00 | $659,524.87 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $136,289.10 | $16,046.64 | $122,874.24 | $18,157.50 | | $11,304.00 | $152,335.74 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $68,214.40 | $26,882.28 | $57,734.40 | $24,740.32 | | $12,621.96 | $95,096.68 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,620.00 | | | | $1,620.00 | $1,620.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $330,029.38 | $56,094.51 | $146,596.54 | $239,527.35 | | | $386,123.89 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|---|
| $4,026,884 | $1,075,950 | 26.719% | 12.061% | 38.780% | $1,212,514.93 | 0.000% | 30.111 % | **Total:** | | $1,212,514.93 |
| | | | | | | | | **LEA-wide Total:** | | $1,212,514.93 |
| | | | | | | | | **Limited Total:** | | $0.00 |
| | | | | | | | | **Schoolwide Total:** | | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $17,280.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,141.08 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $467,194.72 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $126,043.25 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $126,436.62 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $121,899.08 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $16,040.00 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $122,874.24 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $57,734.40 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $146,596.54 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $6,239,132.00 | $6,299,946.25 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $18,900 | $18,900.00 |
| 1 | 1.2 | Instructional materials and technology | No | $312,319 | $312,318.90 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $800,539 | $834,310.03 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $17,280 | $17,280.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $687,766 | $687,765.97 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,295,066 | $1,322,161.90 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $56,961 | $56,961.08 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $662,461 | $620,278.83 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $122,395 | $122,394.81 |
| 2 | 2.5 | Support for students with disabilities | No | $899,114 | $899,113.96 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $0.00 | $0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1,296 | $1,296.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $122,788 | $122,788.18 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $127,918 | $127,917.69 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $646,139 | $646,139.35 |
| 4 | 4.1 | Seeking family input for decision making | Yes | $0.00 | $0.00 |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $148,442 | $148,441.74 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $93,433 | $93,432.68 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,620 | $1,620.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $224,695 | $266,825.13 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,020,360 | $856,708.84 | $709,833.25 | $146,875.59 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $17,280.00 | $17,280.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $8,301.08 | $8,301.08 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $226,978.94 | $157,314.84 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $122,394.81 | $122,394.81 | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $0.00 | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $0.00 | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $122,788.18 | $122,788.18 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $127,917.69 | $2,700 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $4,320.00 | $5,240 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | $0.00 | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $125,737.74 | $118,980.24 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $54,570.40 | $56,070.4 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,620.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $44,800.00 | $98,763.70 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,574,599 | $1,020,360 | 0.000% | 39.632% | $709,833.25 | 0.000% | 27.571% | $310,526.75 | 12.061% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o  The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

| Description |
| --- |

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

| Type of Goal |
| --- |

Identify the type of goal being implemented as a Broad Goal.

| State Priorities addressed by this goal. |
| --- |

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

CDS Code: 19-64733-0122747

School Year: 2024-25

LEA contact information:

Suat Acar

Interim Principal

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(323) 826-3925

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$5,284,077
70 %

All federal funds,
$332,619 , 4%

All other state funds,
$1,552,266 , 21%

All local funds,
$357,337 , 5%

LCFF supplemental &
concentration grants,
$1,392,115 , 18%

All Other LCFF funds,
$3,891,962 , 52%

This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-Bell is $7,526,299, of which $5,284,077 is Local Control Funding Formula (LCFF), $1,552,266 is other state funds, $357,337 is local funds, and $332,619 is federal funds.  Of the $5,284,077 in LCFF Funds, $1,392,115 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $7,493,517

Total Budgeted Expenditures in the LCAP $7,493,517

This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-Bell plans to spend $7,493,516.97 for the 2024-25 school year. Of that amount, $7,493,516.97 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-Bell is projecting it will receive $1,392,115 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-Bell plans to spend $2,056,396.99 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$1,453,795**

☐ Actual Expenditures for High Needs Students in LCAP — **$1,444,730**

Axis: $ 0 — $ 500,000 — $ 1,000,000 — $ 1,500,000 — $ 2,000,000

This chart compares what Magnolia Science Academy-Bell budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-Bell estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-Bell's LCAP budgeted $1,453,794.84 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent $1,444,730.18 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-9,064.660,000,000,149 had the following impact on Magnolia Science Academy-Bell's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 8 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-Bell | Suat Acar<br>Interim Principal | sacar@magnoliapublicschools.org<br>(323) 826-3925 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **1** | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 1 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 92.0% | 2021-22: (Spring 2021 to Fall 2021) 84% | 2022-23: (Fall 2021 to Fall 2022) 81%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 54% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.0% | 2021-22: (As of 5/12/22) 95.8% | 2022-23: (As of 5/12/23) 94.5% | 2023-24: (As of 12/15/23) 95.0% | 2023-24: 97.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1: No substantive difference, teacher assignments and hiring process was similar to baseline year. Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resource Information System (HRIS) to automate employee documentation.

MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

Goal 1 Action 2: There was a substantial difference for Goal 1 Actions 2 because we purchase new technology to ensure that all students had a Chromebook at home to access their online curriculum and Google Classroom assignments. In the past, students used to take a Chromebook home and bring to school daily but this year we implemented a new system that allowed for Chromebook to stay home, this decreased the number of Chromebook that were damaged and increased student access to their instructional materials. All were in compliance for the current academic year. Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Goal 1 Action 3: No substantive difference. Cleaning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.

Goal 1 Action 4: No substantive difference. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter school continues to use LAUSD LA Cafe's services and pays directly for their services.

Goal 1 Action 5: There was a substantive difference because we had an increase of legal fees and WASC accreditation fees. The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $21,200
Actual: $21,200
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 2
Budgeted: $652,145
Actual: $652,145
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $610,163
Actual: $640,163
Explanation: The projected expenses are $30k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 1 Action 4
Budgeted: $60,000
Actual: $60,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 5
Budgeted: $943,178
Actual: $960,099
Explanation: The projected expenses are around $17k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All courses have an assigned staff with proper credentials/permits": This implies that every course in the school has a designated staff member who possesses the necessary qualifications and permits to teach that particular subject. It ensures that the teachers are appropriately qualified to deliver the content and meet the educational standards required for each course.

This year the school purchased CCSS aligned History curriculum with online access and fully adopted the McGraw Hill Math and Study Sync Curriculum for English: This indicates that the school has made specific curriculum choices for History, Math, and English subjects. The History curriculum aligns with the Common Core State Standards (CCSS), which provide a set of learning objectives for each grade level to ensure consistency and quality in education. Additionally, the school has adopted the McGraw Hill Math and Study Sync Curriculum for Math and English, respectively. These curricula are widely recognized and used in many educational institutions.

There were several vacancies, 2 History vacancies (grades 6 & 7) until September and October respectively, Math (6 ) was vacant from October 2023 until January 2024. Math 7 was filled in August and vacant in December and filled in January. The Science 6 was vacant in October and filled until December 2023. Fortunately, we were able to fill the vacancy in February 2024.  Finally, our Science 7 position was vacant at the onset of the academic year and was filled with a permanent sub and we were able to secure a credentialed teacher in January 2024.

All positions were fully staffed as of January 2024. This implies that the vacancies in the Math, Science and History departments were successfully filled, and the school had a complete staff in place.

We did have a moderate number (30) of students absent this school year due to COVID or COVID-like symptoms: This highlights the impact of the COVID-19 on the school. In stark contrast to the previous school year, there were a significantly a smaller number of teachers who were absent due to COVID-19 or symptoms similar to those of COVID-19.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

During the 2023 school year, Magnolia had a significantly lower number of teaching staff who held permits. This suggests that some teachers may have been in the process of obtaining their full credentials or permits, indicating that they were still completing the necessary requirements to become fully qualified teachers. However, in the 2023-2024 school year, the number of staff members on permits was reduced. This implies that more teachers had obtained their full credentials, indicating an increase in the number of fully qualified teachers at Magnolia.

An example mentioned is the Math(6), Science (7) and History (6&7) which was filled by a fully credentialed teacher. This means that the school was able to secure a qualified teacher with the appropriate credentials to teach Spanish. Hiring fully credentialed teachers ensures that students receive instruction from educators who have met the required standards and possess the necessary qualifications in their subject areas.

To ensure that all teachers meet the necessary qualifications, Magnolia continues to work alongside a credential specialist from the Los Angeles County Office of Education (LACOE). This specialist assists in reviewing the qualifications of the teaching staff, ensuring that they meet the required standards and possess the necessary credentials. This collaborative effort with the LACOE credential specialist demonstrates the school's commitment to maintaining a high level of teacher qualifications and providing support to ensure that teachers successfully complete any new teacher programs or requirements.

By reviewing staff qualifications and providing the necessary support, Magnolia aims to ensure that their teaching staff is well-prepared and equipped to meet the educational needs of their students. This commitment to ongoing professional development and compliance with credential requirements ultimately contributes to the overall quality of education at the school.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 98% | 2021-22: (As of 5/13/22) 92% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 71% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 68% | 2021-22: (First semester) 90% | 2022-23: (First semester) 85% | 2023-24: (First semester) 85% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 120.7 | 2021-22: (As of 5/13/22) 82.8 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 125.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 45.06%<br>• English Learners: 6.67%<br>• Socioeconomically Disadvantaged: 41.84%<br>• Students with Disabilities: 14.29%<br>• Hispanic: 44.20%<br>• White: 31.71% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 42.86%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 43.36%<br>• Students with Disabilities: 3.13%<br>• Hispanic: 42.69%<br>• White: 38.71%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 35.29%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 34.55%<br>• Students with Disabilities: 6.06%<br>• Asian: *<br>• Hispanic: 34.11%<br>• White: 48.0%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 39.13% | 2022-23:<br>• All Students: 48.00%<br>• English Learners: 11.00%<br>• Socioeconomically Disadvantaged: 48.00%<br>• Students with Disabilities: 21.00%<br>• Hispanic: 50.00%<br>• White: 37.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 43.75%</li><li>English Learners: 0.00%</li><li>Students with Disabilities: 6.45%</li><li>Hispanic: 44.25%</li><li>White: 32.26%</li></ul>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 65.07%</li></ul> | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 43.62%</li><li>English Learners: 7.94%</li><li>Students with Disabilities: 8.82%</li><li>Hispanic: 42.32%</li><li>White: 52.00%</li></ul>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 56.13%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 17.7 points below standard</li><li>English Learners:</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard)<ul><li>All Students: 24.4 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 41.1 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 11.0 points below standard</li><li>English Learners:</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 70.7 points below standard<br>• Socioeconomically Disadvantaged: 19.8 points below standard<br>• Students with Disabilities: 88.3 points below standard<br>• Homeless: 24.9 points below standard<br>• Hispanic: 15.7 points below standard<br>• White: 37.8 points above standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 42.8%<br>• English Learners: 34.2%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 42.6%<br>• White: 45.2% | 90.5 points below standard<br>• Socioeconomically Disadvantaged: 25.1 points below standard<br>• Students with Disabilities: 119.4 points below standard<br>• Homeless: 30.0 points below standard<br>• Hispanic: 24.1 points below standard<br>• White: 37.1 points below standard | 109.8 points below standard<br>• Socioeconomically Disadvantaged: 41.9 points below standard<br>• Students with Disabilities: 134.4 points below standard<br>• Asian: *<br>• Hispanic: 43.4 points below standard<br>• White: 13.0 points below standard | 64.0 points below standard<br>• Socioeconomically Disadvantaged: 12.0 points below standard<br>• Students with Disabilities: 77.0 points below standard<br>• Homeless: 17.0 points below standard<br>• Hispanic: 9.0 points below standard<br>• White: 30.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 49.8%<br>• English Learners: 40.8% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 42.8% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 49.6% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 50.1% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 65.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 50.6%<br>• Students with Disabilities: 29.3%<br>• Hispanic: 50.5%<br>• White: 42.9% | • English Learners: 34.2%<br>• Socioeconomically Disadvantaged: 41.7%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 42.6%<br>• White: 45.2% | • English Learners: 37.9%<br>• Socioeconomically Disadvantaged: 50.3%<br>• Students with Disabilities: 58.8%<br>• Hispanic: 49.1%<br>• White: 64.0% | • English Learners: 46.6%<br>• Socioeconomically Disadvantaged: 49.1%<br>• Students with Disabilities: 55.6%<br>• Hispanic: 51.5%<br>• White: 33.3% | • Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 65.0%<br>• Hispanic: 65.0%<br>• White: 65.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 23.86%<br>• English Learners: 5.00%<br>• Socioeconomically Disadvantaged: 23.53%<br>• Students with Disabilities: 10.20%<br>• Hispanic: 23.73%<br>• White: 24.39% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. | 2021-22:<br>• All Students: 23.32%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 24.05%<br>• Students with Disabilities: 6.26%<br>• Hispanic: 22%<br>• White: 32.26%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics | 2022-23:<br>• All Students: 17.37%<br>• English Learners: 1.85%<br>• Socioeconomically Disadvantaged: 16.82%<br>• Students with Disabilities: 6.06%<br>• Asian: *<br>• Hispanic: 16.33%<br>• White: 32.0%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 29.19% | 2022-23:<br>• All Students: 30.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 30.00%<br>• Students with Disabilities: 17.00%<br>• Hispanic: 30.00%<br>• White: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 21.15%<br>• English Learners: 0.00%<br>• Students with Disabilities: 6.45%<br>• Hispanic: 19.83%<br>• White: 30.00%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 41.27% | assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 20.32%<br>• English Learners: 3.17%<br>• Students with Disabilities: 5.88%<br>• Hispanic: 18.95%<br>• White: 36.00%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br>• All Students: 28.88% | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 74.0 points below standard<br>• English Learners: 127.0 points below standard<br>• Socioeconomically Disadvantaged: 73.8 points below standard<br>• Students with Disabilities: 142.9 points below standard<br>• Homeless: 53.0 points below standard<br>• Hispanic: 74.3 points below standard<br>• White: 73.4 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 47.8%<br>• English Learners: 41.7%<br>• Students with Disabilities: 53.3%<br>• Hispanic: 46.8% | 2021-22: (2022 Dashboard)<br>• All Students: 79.3 points below standard<br>• English Learners: 143.6 points below standard<br>• Socioeconomically Disadvantaged: 78.9 points below standard<br>• Students with Disabilities: 159.1 points below standard<br>• Homeless: 62.6 points above standard<br>• Hispanic: 81.6 points below standard<br>• White: 62.0 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 94.6 points below standard<br>• English Learners: 140.6 points below standard<br>• Socioeconomically Disadvantaged: 94.5 points below standard<br>• Students with Disabilities: 156.9 points below standard<br>• Asian: *<br>• Hispanic: 97.6 points below standard<br>• White: * | 2022-23: (2023 Dashboard)<br>• All Students: 68.0 points below standard<br>• English Learners: 110.0 points below standard<br>• Socioeconomically Disadvantaged: 68.0 points below standard<br>• Students with Disabilities: 115.0 points below standard<br>• Homeless: 47.0 points below standard<br>• Hispanic: 68.0 points below standard<br>• White: 68.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 56.7% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 48.5%<br>• English Learners: 57.1%<br>• Socioeconomically Disadvantaged: 47.2%<br>• Students with Disabilities: 42.5%<br>• Hispanic: 47.1%<br>• White: 65.7% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 47.8%<br>• English Learners: 41.7%<br>• Socioeconomically Disadvantaged: 49.4%<br>• Students with Disabilities: 53.3%<br>• Hispanic: 46.8%<br>• White: 56.7% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 44.8%<br>• English Learners: 37.3%<br>• Socioeconomically Disadvantaged: 45.3%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 43.9%<br>• White: 56.0% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 41.0%<br>• English Learners: 34.5%<br>• Socioeconomically Disadvantaged: 39.2%<br>• Students with Disabilities: 40.5%<br>• Hispanic: 41.9<br>• White: 23.8% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 65.0%<br>• Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 65.0%<br>• Hispanic: 65.0%<br>• White: 70.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 52.7% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 23% | 2021-22: (2022 Dashboard) 55.3% | 2022-23: (2023 Dashboard) 44.4% | 2022-23: (2023 Dashboard) 54.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Level 3: 37%<br>• Level 3: 23%<br>• Level 1: 17% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21:<br>12.5% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 23% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 22.64% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 12.90% | 2023-24:<br>15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 29.77%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 30.87%<br>• Students with Disabilities: 4.55%<br>• Hispanic: 31.90%<br>• White: 7.69% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 20.00%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 17.99%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 20.00% | 2022-23:<br>• All Students: 24.64%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 23.73%<br>• Students with Disabilities: 8.33%<br>• Hispanic: 24.59% | 2023-24:<br>• All Students: 35.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 37.00%<br>• Students with Disabilities: 11.00%<br>• Hispanic: 37.00%<br>• White: 14.00% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,224,917
Actual: $1,284,059
Explanation: The projected expenses are around $60k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant as it is less than 10% of the budgeted amount.

Goal 2 Action 2
Budgeted: $49,000
Actual: $77,500
Explanation: This action relates to professional development for quality instruction in the school. Initially, the school budgeted $49,000 for professional development, tuition reimbursement, and PD requiring travel and lodging. However, due to the increased number of teachers who are new to the profession and their needs, the projected actual is around $28k more than the budgeted amount.

Goal 2 Action 3
Budgeted: $833,064
Actual: $798,318
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $106,923
Actual: $106,923
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 5
Budgeted: $858,637
Actual: $858,637
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Goal 2 (Action 4 and 5) of the school was to support student growth, particularly in English Language Development (ELD) and Special Education (SPED). The actions taken to achieve this goal have been successful, as evidenced by the positive outcomes observed. One of the key factors contributing to the success was the effectiveness of the ELD Coordinator, who was well-equipped to support the students. This coordinator played a crucial role in implementing strategies and providing guidance to students who were learning English as an additional language.
Their expertise and support contributed significantly to the growth of these students. To improve efforts an ELD Paraprofessional was hired this year as additional support.  As a result of the coordinated efforts, there were 6 students which were reclassified during the year. This means that these students, who were previously identified as English language learners, have made significant progress in their language proficiency and academic skills. 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 40 of 62 Out of the 6 students reclassified students.

This demonstrates the effectiveness of the ELD program, and the support provided to these students. Furthermore, the growth and progress of students in the SPED program were also notable. While specific data is not provided, it is mentioned that the SPED students showed growth in their academics. This indicates that the interventions, support, and accommodations provided to students with special needs have been effective in improving their learning outcomes. To further assess and measure the progress made by students, the school is awaiting MAP data. The MAP (Measures of Academic Progress) assessment is a widely used tool that measures students' academic growth over time. By analyzing this data, the school will be able to evaluate the overall impact of the implemented strategies and interventions on student achievement. The successful reclassification of ELD students and the observed growth in SPED students' academics indicate that the actions taken to support student growth have yielded positive outcomes. These achievements are a testament to the dedicated efforts of the ELD Coordinator, the school staff, and the support systems in place to meet the unique needs of students in ELD and SPED programs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This year, one of the most significant changes implemented in the school is the increased interventions provided to students. The restructuring of the Interventions for ELD and SWD was significant. The implementation of prescriptive intervention supports for our students was designed to identify students with the greatest potential to show growth, we isolated the students and provided intentional interventions by inviting the students to Saturday School, Intervention Tutorial during Office Hours with our Ed Specialist as well as the ELD Coordinator and ELD Para-Professional provided additional supports during their specified Office Hours. The sessions were held from February until June which provided small groups with writing tasks, simulated testing and feedback from credentialed teachers.

By providing more intervention sessions, the ELD coordinator, Ed Specialists Coordinator and the team of ED Specialists in concert with the credentialed teachers were able to enhance their knowledge and skills in supporting English language learners effectively as well as our SWD.  The interventions translated into improved instruction and strategies for the students, enabling them to make greater progress in their language acquisition and academic development.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| **3** | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 19% | 2021-22: (As of 5/13/22) 21% | 2022-23: (As of 5/12/23) 23% | 2023-24: (As of 5/20/24) 16% | 2023-24: 20% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 100% | 100% | 100% | 98% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Student data was reviewed consistently for proper recommendation for accelerated math pathways. All new students were tested with the OLSAT GATE test to identify eligible students with gifted capabilities. All Advisory classes were issued a University name and held monthly assemblies bringing to our school a culture of college and career paths. The offering of Kickboard points was a welcomed incentive program for students to earn points for prizes  earned by following the PBIS playbook. Elective offerings were expanded with the implementation of Paxton Patterson Laboratories enhancing our school wide STEAM focused programs. Our after-school program and club offerings expanded with Art Land, Culture Club, E-Sports, Mixed Sports, Nintendo, Trivia Pursuit, and Mind Craft. A highlight this year was the students versus faculty basketball game. The after-school program allows students extended hours after school for enrichment opportunities and creativity. Our PE department coordinated end of year physical activity competitions school wide with our neighboring schools

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation: N/A

Goal 3 Action 2
Budgeted: $1,001
Actual: $1,001

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 3
Budgeted: $8,720
Actual: $8,720
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $368,999
Actual: $368,999
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 5
Budgeted: $847,038
Actual: $873,532
Explanation: The projected expenses are around $28.5k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The introduction of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab has proven to be a tremendous success for the school. The STEAM lab provides a dedicated space for students to engage in hands-on, project-based learning that integrates multiple 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 48 of 107 disciplines. This immersive learning environment has had a profound impact on the quality of STEAM projects produced by students throughout the year.
With the establishment of the STEAM lab, students have been able to explore and apply their knowledge and skills in a collaborative and innovative setting. This has resulted in an evident increase in the quality of the projects produced. Students have been able to experiment, design, and create using a wide range of tools, technologies, and materials available in the lab. The integration of arts and creativity into the STEM disciplines has further enhanced the students' problem-solving abilities, critical thinking skills, and overall engagement in the learning process.

The recognition of the school's STEAM projects is exemplified by the achievements in the MPS (Magnolia Public School) STEAM Expo. STEAM Expo 2024 MSA- Bell had 4 Winners in 4 different categories, and our very own STEAM Teacher was named STEAM Educator of the year. 1st Place in the Earth Science and Chemistry category. 2nd place in the Engineering and Robotics category and 3rd place in the Physics and Physical Sciences. We had more than 30 student entries in this prestigious event, and the honor of 4 winners is a testament to

the dedication and hard work of both the students and the educators involved. These accolades not only showcase the students' talents and abilities but also demonstrate the effectiveness of the school's STEAM program and its commitment to providing high-quality educational experiences.

As a result of these accomplishments, the school has observed an increase in enrollment numbers. We hosted 3 open houses during the Spring which provided an opportunity to boast about the high-quality STEAM programs and the success of students in various competitions that has spread among parents and the community. This positive reputation has attracted more parents to choose the school for their children's education. The growing enrollment numbers are a clear indication that the school's commitment to offering high-quality programs is being recognized and valued by parents who seek the best educational opportunities for their children.

Overall, the introduction of the STEAM lab, the expectation of all students to participate in the MSA-Bell school wide STEAM Fair has increased quality of STEAM projects, and the success in competitions have not only enriched the educational experiences of students but also contributed to the school's reputation as a provider of exceptional programs. These achievements have undoubtedly played a significant role in the increasing enrollment numbers, as parents recognize and appreciate the high standard of education offered by the school.

## A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school has identified a couple of specific areas for improvement and goals to focus on. One objective is to establish a uniform number of field trips by grade level. This year, 6th grade attended field trips to the LA Zoo, CSULB with special offerings to attend Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute) and the STEAM Expo. Our 7th grade students attended Medieval Times  Dinner & Tournament, with special offerings to Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute) and the STEAM Expo and all SRLA events. Our 8th grade students attended  USC, The Autry Museum ,  Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute), the STEAM Expo and all SRLA events. This means that the school aims to provide an equal and consistent number of field trips for students across different grade levels. By implementing this change, the school intends to ensure that all students have equitable opportunities to participate in enriching and educational experiences outside of the classroom. Field trips offer students the chance to apply their learning in real-world contexts, explore new environments, and foster a deeper understanding of various subjects.

Another goal is to increase student satisfaction rates. The school recognizes the importance of student feedback and aims to enhance the overall experience for students. By actively seeking and considering student perspectives, the school can identify areas for improvement, implement necessary changes, and ensure that students feel valued, supported, and engaged in their educational journey. Higher student 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 49 of 107 satisfaction rates indicate that students are more content, motivated, and invested in their learning, which can contribute to improved academic performance and overall well-being. To increase student voice and engagement in the community. These coordinators play critical roles in facilitating student involvement and fostering connections between the school and the broader community. By strengthening the capacity of these positions, the school aims to provide more opportunities for students to actively participate in community initiatives, share their perspectives, and contribute to decision-

making processes. This initiative promotes student empowerment, leadership development, and a sense of belonging, ultimately enhancing student engagement and the positive impact students can have within their community.

This year our school met the goal to enhance the capacity of the community school coordinator and student ambassador coordinator. We implemented the student ambassadors and invited students and parents to attend the Community Engagement Initiative panels and conferences. The concerted efforts to implement our student's voices the coordinator held regularly scheduled meetings, where the students collaborated to develop student centered activities and concerns. The outcome was high spirited weeks of activities and recognition of students and accolades and active investigations of student concerns to resolve issues occurring.

By focusing on these goals, the school demonstrates its commitment to providing well-rounded educational experiences and prioritizing student satisfaction and engagement. The uniform number of field trips aims to ensure equal access to enriching experiences, while increasing student satisfaction rates and promoting student voice and engagement nurtures a supportive and empowering learning environment. These efforts contribute to the overall success and growth of the school community.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 7 | 2021-22: (As of 5/13/22) 4 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 4 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 3 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 21 | 2021-22: (As of 5/13/22) 6 | 2022-23: (As of 5/12/23) 8 | 2023-24: (As of 5/20/24) 8 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 42 | 2021-22: (As of 5/13/22) 28 | 2022-23: (As of 5/12/23) 27 | 2023-24: (As of 5/20/24) 60 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 18.7% | 2021-22: (As of 5/13/22) 2.1% | 2022-23: (As of 5/12/23) 13.9% | 2023-24: (As of 5/20/24) 22.7% | 2023-24: 20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 98.98% | 2021-22: (P-2 ADA) 90.65% | 2022-23: (P-2 ADA) 92.01% | 2023-24: (P-2 ADA) 92.50% | 2023-24: 97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 2.7% | 2021-22: (As of 5/13/22) 27.7% | 2021-22: (2022 Dashboard) 28.4%<br><br>2022-23: (As of 5/12/23) 26.1% | 2022-23: (2023 Dashboard) 28.4%<br><br>2023-24: (As of 5/31/24) 24.5% | 2022-23: (2023 Dashboard) 3.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) 0.0% | 2021-22: (As of 5/13/22) 0% | 2022-23: (As of 5/12/23) 0% | 2023-24: (As of 6/3/24) 0.7% | 2023-24: 0.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 1.0% | 2021-22: (2022 Dashboard) 2.4% | 2022-23: (2023 Dashboard) 2.5% | 2022-23: (2023 Dashboard) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2022-23: (As of 5/12/23)<br>2.3% | 2023-24: (As of 5/31/24)<br>3.5% | |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21)<br>0.00% | 2021-22: (As of 5/13/22)<br>0.00% | 2021-22: (CDE DataQuest)<br>0.00%<br><br>2022-23: (As of 5/12/23)<br>0.25% | 2022-23: (CDE DataQuest)<br>0.00%<br><br>2023-24: (As of 5/31/24)<br>0.24% | 2022-23: (CDE DataQuest)<br>0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21:<br>Students: 94.1%<br>Families: 41.5%<br>Staff: 100.0% | 2021-22:<br>Students: 100%<br>Families: 54.3%<br>Staff: 100% | 2022-23:<br>Students: 100%<br>Families: 74.9%<br>Staff: 100% | 2023-24:<br>Students: 99.7%<br>Families: 99.7%<br>Staff: 100.0% | 2023-24:<br>Students: 95.0%<br>Families: 90.0%<br>Staff: 100.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21:<br>Students: 79%<br>Families: 97%<br>Staff: 92% | 2021-22:<br>Students: 72.0%<br>Families: 96.0%<br>Staff: 84.0% | 2022-23:<br>Students: 59%<br>Families: 93%<br>Staff: 77% | 2023-24:<br>Students: 56.0%<br>Families: 93.0%<br>Staff: 68.0% | 2023-24:<br>Students: 80%<br>Families: 95%<br>Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020)<br>93% | 2021-22: (Spring 2021 to Fall 2021)<br>96% | 2022-23: (Spring 2022 to Fall 2022)<br>92% | 2023-24: (Spring 2023 to Fall 2023)<br>94.26% | 2023-24: (Spring 2023 to Fall 2023)<br>90% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 Action 1: Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees. Actual Implementation of Actions
- DTS fees paid through Home Office budget.

Goal 4 Action 2: Planned Actions - Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. Actual Implementation of Actions –
 All planned actions were implemented, Home Visits were conducted exceeded our original goal of 20% of our student population. 23% of our students received a Home Visit this year, which surpassed the 13% of last year's home visits. This is attributed to the efforts of the MTSS Team Lead by providing PD for staff and modeling the expectation for the staff. There was a combination of both virtual Home Visit as well as face-to-face Home Visits.

Goal 4 Action 3: Planned Actions - Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. Actual Implementation of Actions - All planned actions were implemented. Additional SEL PD for staff and SEL programs for students were added throughout the year 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 58 of 107 to address the high level of needs exhibited by students upon their return to in-person learning. All students received one free set of school uniforms at the start of the school yea

Goal 4 Action 4: Planned Actions - Panorama Education survey fees. Actual Implementation of Actions - All planned actions were implemented. 94.4 % of families 99.7 % of students, and 100 % of staff members completed the Educational Partner survey in Spring 2024. Our school received an approval rating of 96% by families, 72% by students, and 84% by staff.

Goal 4 Action 5: Planned Actions - membership fees (CCSA, WASC, etc.), Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state and participation in applying for the Community Schools Planning Grant which we received.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $237,276
Actual: $237,276

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3
Budgeted: $382,700
Actual: $382,700
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $2,000
Actual: $2,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5
Budgeted: $223,341
Actual: $218,097
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school has made notable progress in increasing parent engagement, as evidenced by the increased participation in the educational partner surveys, attendance at PAC, Coffee with the Administrators, Parent participation in the Community Engagement Initiative. Educational partner surveys serve as an important tool for gathering feedback and insights from parents, allowing them to contribute their perspectives and opinions regarding their child's education and overall school experience. The fact that more parents are actively participating in these surveys indicates a growing engagement and interest in being involved in their child's education. Moreover, the increase in home visit numbers further demonstrates the school's commitment to fostering strong connections with parents and families. Home visits provide an opportunity for teachers or school staff to visit students' homes, creating a more personal and inclusive relationship with families. These visits facilitate open communication, strengthen the home-school partnership, and enable educators to gain a deeper understanding of students' backgrounds and contexts. By actively seeking feedback through surveys and conducting home visits, the school has gained valuable insights into areas that require attention and improvement. The survey results have likely highlighted specific areas of focus where the school can make necessary adjustments and enhancements. This information allows school leadership to identify areas of strength and areas that need improvement, enabling them to implement targeted strategies and initiatives for school improvement. The commitment to receiving meaningful feedback demonstrates the school's dedication to continuous growth and enhancement, ensuring that the education provided aligns with the needs and expectations of students and their families.

Overall, the positive trend in parent engagement attending the CEI has increased participation in school events, candid conversations surrounding campus issues and overall improved relationships with our parents. Reflected through increased survey participation and home visits, has supported the school's efforts to gather meaningful feedback and improve various aspects of the educational experience. This collaborative approach between the school and parents enhances communication, fosters a sense of shared responsibility, and ultimately leads to a stronger and more inclusive school community.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there may not be any changes to the overall goal of the school, there is a clear focus on investing additional resources in community engagement efforts and improving the school's culture. These initiatives demonstrate a proactive approach to strengthening relationships with the community and enhancing the overall school environment.

By investing more resources in community engagement, the school is acknowledging the importance of building strong connections with the surrounding community. This may   opportunities for community members to actively participate in the school's activities. Such efforts can foster a sense of belonging and collaboration, establishing the school as an integral part of the wider community. Increased community engagement can lead to valuable partnerships, additional resources, and a shared commitment to the success of the school and its students.

Working on improving the school's culture reflects a commitment to creating a positive and inclusive learning environment. A healthy school culture nurtures positive relationships, promotes respect and understanding, and values the diverse backgrounds and perspectives of students, staff, and families. This may involve implementing programs to address social-emotional learning, promoting diversity and inclusion, or providing professional development opportunities for staff members to cultivate a positive school climate. By prioritizing the school's culture, students and staff can thrive in an environment that supports their well-being, encourages growth, and enhances the overall educational experience.

Overall, the decision to invest more resources in community engagement and improve the school's culture demonstrates a proactive and forward-thinking approach. These initiatives can have a significant impact on the overall success of the school, fostering stronger community ties, enhancing student experiences, and creating a positive and inclusive environment where everyone feels valued and supported. By continuously striving to improve community engagement and school culture, the school is taking important steps towards achieving its goals and ensuring a high-quality educational experience for all partners involved.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

| |
|---|
| |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

| |
|---|
| |

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

| |
|---|
| |

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

| |
|---|
| |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-Bell | Suat Acar<br>Interim Principal | sacar@magnoliapublicschools.org<br>(323) 826-3925 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). MSA- Bell is located in the city of Bell (90201) and serves around 400 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term— MSA-Bell's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has about 400 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 90.45% Hispanic/Latino and 7.95% White (Arabic), 84.5% socioeconomically disadvantaged, 10.2% special education, and 12.5% English language learner population.

Magnolia Science Academy 8
Address: 6411 Orchard Ave., Bell, CA, 90201
Phone: 323-826-3925
Email: sacar@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

MSA Bell's 2022 California School Dashboard report on the school's performance in ELA and Math indicate that the school has earned a Status level of "Low" for All Students, which is the same as the state's Status level. The report shows an average Distance from Standard (DFS) of -24.4 in ELA and -79.3 in Math for the All Students groups, which is higher than the State average DFS of -12.2 in ELA and -51.7 in Math.
The school has 5 numerically significant student groups (Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White). The majority of numerically significant student groups have a DFS higher than the State's average DFS in ELA and Math (English Learners, Students with Disabilities, and White).

Strengths
MSA Bell's main success in ELA and MATH was the ability to maintain the 2019 SBAC Performance Level. Another major success was being able to maintain scores that are comparable to the state. In ELA, Latino students outperformed the state by 14.5%. In addition, our ELD department had the greatest success with a status of "High" and a performance level that is above the state in comparison. Another major success was being able to maintain scores that are comparable to the state in MATH.

The greatest success was seen in our Socioeconomically Disadvantaged Population's outperformance over the state by 5.1%. In addition, Latino students nearly equaled the state in Math Achievement. MSA Bell's highlighted success from the 2021-2022 school year was our ELPI score. We had previously set our goal at 55% for the school year and were proud when we saw a status of 55.3% for English Language Progress. Much of the success was due to our school having a dedicated ELD Coordinator that offers both support in the classroom as well as providing ELD classes that focus on differentiated instruction for scaffolding multiple levels of English language learners. In addition, MSA Bell secured three paraprofessionals to aid and tutor EL students during and after school. Although we did have an ELPI score of "High", MSA Bell will continue to implement programs that have embedded support for both teachers and students when it comes to focusing on English language development as a whole school program and curriculum. In addition to implementing McGraw hill for Social Studies and Science, we have also implemented StudySync for the CORE ELA classes and continue to utilize iXL, MyOn, and AR to support Reading and English language development. MSA Bell attributes the SBAC Prep Program as a major contributor to student success on the SBAC in ELA and Math. In addition, the implementation of iXL and StudySync as part of the daily curriculum has been designed to lower the achievement gaps, address learning loss, and act as interventions and differentiation for student groups and special populations.

CHALLENGES

MSA Bells 21-22 data results reflect an equal comparison to the previous years SBAC results (2018-19) and reflect an equal comparison to the state. All students performed in the "Low" category, with a critical focus on EL and SPED populations. There is much room for growth and improvement of systems. Incorporate more resources into the curriculum, such as McGraw Hill and Studysync. Continue using IXL in ELA during CORE time. IXL will continue for 20 minutes per day in both ELA and MATH, in addition to Science. We will also pilot IXL Social Studies with the 7th grade. Continue interventions during Advisory, SDL, Saturday School, and the after-school program. Continue data informed instruction using IAB's and Pre / Post data analysis throughout the school year. Continue the program from the previous year, adding sections for special populations on the post data analysis forms. All ELA and Math teachers will take the IAB's during Department Meeting time. MyOn was used 3 times throughout the year in order to show growth results and to set goals for the AR program. We will shift our daily reading to the end of the day to ensure that our students' tardiness or morning responsibilities (counseling, social talk club, etc..) do not interfere with at least 30 minutes of reading per day. CORE ELA and Math teachers will begin SBAC Prep by the third week of January. SBAC Prep will consist of daily warm-ups AND exit-tickets utilizing officially released SBAC questions from the available ICA's, IAB's and Focused IAB's. The goal is to expose all of the students to all of the relevant test questions and vocabulary by the end of April.

Weekly fail reports and interventions provide all teachers and staff with the information necessary to implement individualized plans for student success. Tier 1 interventions in the classroom, in addition to the after school program and Saturday school program continually provided support for all students and minimize student failures. Tutoring and Interventions will be offered every day after school with the focus on student growth and mastery. After school tutoring will focus on students who are nearly meeting the standards based on IAB data from 1st semester and NWEA Winter MAP Growth.

Opportunities

1. Chronic Absences are at 5% and increased by 1.8%. In comparison with the state, all students increased by 1.1 points, 10.1% chronically absent.
2. Suspension rate 1.4% increased by 1.4%. The rate is lower than the state rate of 3.4%
ATSI: Students with Disabilities (SWD) for ATSI for both ELA and Math indicators and Chronic Absenteeism.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Differentiated Assistance (DA):

Magnolia Science Academy Bell is eligible for DA for the EL student group performance on the 2023 Dashboard and EL and SWD student groups' performance on the 2022 Dashboard. The state indicators that need improvement are ELA, math, and chronic absenteeism.

Here are the eligibility criteria for Magnolia Science Academy Bell;

CAASPP - ELA and Math
(ELs)
(SWD)

Chronic Absenteeism
(ELs)
(SWD)

Local Data that support the eligibility for the Magnolia Science Academy Bell;

ELA ELLs - 109.8 below standard - Declined 19.3 points
SWDs - 134.4 below standard - Declined 15 points

Math - SWDs- 156.9 below standard - Maintained 2.2
ELLs - 140.6 below standard - Increased 3 points

Chronic Absenteeism
ELL - 31.8% - Increased 4.7%
SWD - 36.1% - Declined 2.8%

Differentiated Assistance Collaborative Team:

As soon as the 2 subgroups met the criteria for the Differentiated Assistance (DA), Magnolia Science Academy Bell formed a group of educators working collaboratively with the Los Angeles County Office of Education (LACOE) for Differentiated Assistance (DA). The group includes the school's academic leadership team including the ELD and SPED coordinators in addition to Magnolia Public Schools (MPS) Chief Academic Officer, MPS Chief Accountability Officer, MPS Director of State and Federal Programs, MPS Director of Student Services, and MPS Director of EL and ELA programs. As the first step, the group attended the LACOE's Charter DA symposium on Feb 6, 2023. Additionally, he group met many times with the DA support providers from the Los Angeles County Office of Education (LACOE) and worked on the plan for improvement of those areas.

During the academic year 2023-24, at the beginning of second semester, Los Angeles County Office of Education (LACOE) started to work jointly with Magnolia Science Academy Bell in affirming and/or supporting Focus Areas of work that:
- Builds capacity through professional expertise and local decision-making
- Fosters systemic collaboration
- Builds a culture of co-learning and reflective inquiry
- Promotes a climate of candor, evidence, and urgency to take action
- Results in improved student outcomes and leads to sustainable change

One of the activities that the team conducted was the Root-cause analysis.

The outcomes of Root-cause Analysis;
The Differentiated Assistance team met many times to further discuss the 2 subgroups and conducted root-cause analyses for improvement;
Per the overall interpretation, the team found out that the following as the roots for the shortcomings;

- teacher turnover and unfilled positions in ELA and Math as well as 7th grade SPED case manager
- ineffective math curriculum not meeting the rigor of standards
- teachers do not have a foundational understanding of how to read and analyze student data

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI):

Per the outcomes of Dashboard 2022 and 2023, Magnolia Science Academy 8 is eligible for Additional Targeted Support and Improvement (ATSI). The school's English Learners (EL) met the Criterion #3 for the last 2 years 2022 and 2023. Here are the details;

Criterion #3

2022 Dashboard Criteria:
Five or more indicators where the majority are at the Lowest Status Level. (CAASPP ELA, math, and suspension)

2023 Dashboard Criteria:
Five or more indicators where the majority are Red. (CAASPP ELA, ELPI, and Chronic Absenteeism)

Action Steps:

The group has been working on PDSA (PLAN - DO - STUDY - ACT) model as it is a structured, iterative problem-solving method that the school educators can use to improve learning and processes: Here is a sample that the group used for the high suspension rate:

Plan for Change:
Exactly what will implementation of this change idea look like? (who will do what, in what setting, by when?)

1. Asst. Prin. collects baseline observations in 20% of classrooms (before upcoming faculty meeting) and
2. analyzes discipline referral data (pre)
3. Principal: administer baseline survey item during faculty mtg, provide training, have teachers state/identify classroom expectations
4. Teachers: post expectations and focus on positive feedback for students (within one week of faculty meeting)
5. Asst Prin. provides weekly nonevaluative observation feedback to 100% of teachers until following faculty meeting
6. Principal: re-administer frustration survey item at next faculty meeting
7. Asst principal analyzes discipline referral data (post)
8. Administer anonymous survey

Measures / Evidence:
What information will we collect and how will we collect it?

1. Asst. principal computes total positive/negative interaction ratio for each ten min observation (baseline) and
2. Asst. principal analyzes discipline referral data for three weeks before faculty mtg (avg. #/day)
3. Staff meeting agenda, baseline survey data (likert scale 1-7)
4. Principal walkthrough data - all classrooms one week after meeting (% of classrooms w/expectations posted)
5. Same process as step one, but asst. prin. shares data with teachers in a follow-up email by end of day
6. Follow-up survey data ((likert scale 1-7)), discipline referrals (Avg./day across three weeks before first faculty meeting (pre), compared to avg. across five days before second faculty meeting (post)
7. Asst. principal analyzes disciple referral data for 5 days before second faculty meeting (avg. #/day)
8. Asst. principal administers informal, anonymous survey to all teachers to gather qualitative feedback on process"

Do:
What happened? Data / Results

1. Average pos/neg interaction ratio across eight classrooms is 2.3 / 4.1
2. Average discipline referrals per day for three weeks before meeting is 1.6
3. Training was provided, 92% of teachers attended. Average frustration rating on survey 5.1 / 7. Principal followed up with those absent.
4. 100% of classrooms had expectations posted one week after training
5. Across three weeks of follow-up observations, average pos/neg interaction ratio across 100% of classrooms is 6.7 / 4.8
6. Follow-up (post) frustration rating survey 3.6 / 7.
7. Average discipline referrals per day for one week before second faculty meeting is .7

8. Qualitative survey data indicate that many teachers found the frequent observations disruptive but most valued the nonevaluative, timely feedback. Several teachers reported an improved climate in their classrooms.

Study / Act: What did we learn? What will we do next? (completed after implementation)

- Gather feedback from teaches on less intrusive data collection methods - maybe select a peer to gather data? (need to conduct inter-observer agreement trials)

Similar models will be used for the CAASPP ELA, math, and Chronic Absenteeism as they are the criteria the school met for the Differentiated Assistance (DA) as well as ATSI.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | During the PAC meetings, we went through our data to give the family community an idea of what our results were and what our goals were. This meant that the school developed presentations based on the performance results from our data portal/dashboard websites to present the information in a way that parents could digest our information. |
| Students | During PAC meetings, students are involved in the decision-making process for our LCAP. At certain PAC meetings, we went through our data to give students an idea of what our results were and what our goals were. This meant that the school developed presentations based on the performance results from our data portal/dashboard websites to present the information in a way that parents could digest our information. |
| Teachers | Presentations have been made to our staff about our LCAP and the goals. These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals. During this time, we go over what our projected goals/or make projected goals for the year and for future years. |
| School administrators | Presentations have been made to our staff about our LCAP and goals. These meetings are held throughout the year where we talk about our accomplishments and successes from the past year, our goals for the upcoming year, and how we will achieve our goals. During this time, we review our projected goals for the year and for future years. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| Other school personnel | Presentations have been made to our staff about our LCAP and the goals.  These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals.  During this time, we go over what our projected goals/or make projected goals for the year and for future years. |
| SELPA | SELPA representatives are engaged to ensure that the needs of students with disabilities are adequately addressed in the LCAP. Regular consultation and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps develop targeted interventions to support students with disabilities and ensure they receive an equitable and effective education. By actively seeking input from these educational partners, MSA-8 ensures that the LCAP is a comprehensive plan that reflects the needs and priorities of the community. This collaborative approach not only enhances the quality of the LCAP, but also fosters a sense of ownership and commitment among all stakeholders. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The decisions to create goals for our LCAP were influenced by the feedback provided by our educational partners.  We, as the MSA-8's administrative team, would take into consideration the perspectives that all of our stakeholders had given, find the middle ground, and then share it back with the stakeholders.  The feedback and goals are then presented to the central office for inclusion in the following year's LCAP.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 75.2% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>54% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>93.9% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $21,200.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $370,895.12 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: Depreciation, technology, TelecomInternet, textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title II, used for technology: $909 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $557,163.44 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, and water.<br><br>The following expenditures will be funded by federal Title funds: N/A | $20,000.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $914,559.50 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional services paid with Title I: $15,512 |  |  |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 71% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 85% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 35.29% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 34.55% | | | 2025-26: <br>• All Students: >= 40.00% <br>• English Learners: >= 5.00% <br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 6.06%<br>• Asian: *<br>• Hispanic: 34.11%<br>• White: 48.0% | | | Disadvantaged: >= 40.00%<br>• Students with Disabilities: >= 15.00%<br>• Hispanic: >= 40.00%<br>• White: >= 45.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 41.1 points below standard<br>• English Learners: 109.8 points below standard<br>• Socioeconomically Disadvantaged: 41.9 points below standard<br>• Students with Disabilities: 134.4 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 32.0 points below standard<br>• English Learners: 95.0 points below standard<br>• Socioeconomically Disadvantaged: 32.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 43.4 points below standard<br>• White: 13.0 points below standard | | | • Students with Disabilities: 115.0 points below standard<br>• Hispanic: 35.0 points below standard<br>• White: 5.0 points below standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 50.1%<br>• English Learners: 46.6%<br>• Socioeconomically Disadvantaged: 49.1%<br>• Students with Disabilities: 55.6%<br>• Hispanic: 51.5%<br>• White: 33.3% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • White: >= 50% | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: -0.06 (CGP: 47th percentile)<br>• English Learners: CGI: 0.51 (CGP: 69th percentile)<br>• Socioeconomically Disadvantaged: CGI: -0.07 (CGP: 47th percentile)<br>• Students with Disabilities: CGI: 0.53 (CGP: 70th percentile)<br>• Hispanic: CGI: -0.04 (CGP: 48th percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | <ul><li>Hispanic: CGI >= 0 (CGP >= 50th percentile)</li><li>White: CGI >= 0 (CGP >= 50th percentile)</li></ul> | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<ul><li>All Students: 17.37%</li><li>English Learners: 1.85%</li><li>Socioeconomically Disadvantaged: 16.82%</li><li>Students with Disabilities: 6.06%</li><li>Asian: *</li><li>Hispanic: 16.33%</li><li>White: 32.0%</li></ul> | | | 2025-26:<ul><li>All Students: >= 24.00%</li><li>English Learners: >= 10.00%</li><li>Socioeconomically Disadvantaged: >= 24.00%</li><li>Students with Disabilities: >= 10.00%</li><li>Hispanic: >= 24.00%</li><li>White: *</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 94.6 points below standard<br>• English Learners: 140.6 points below standard<br>• Socioeconomically Disadvantaged: 94.5 points below standard<br>• Students with Disabilities: 156.9 points below standard<br>• Asian: *<br>• Hispanic: 97.6 points below standard<br>• White: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 82.0 points below standard<br>• English Learners: 120.0 points below standard<br>• Socioeconomically Disadvantaged: 82.0 points below standard<br>• Students with Disabilities: 135.0 points below standard<br>• Hispanic: 85.0 points below standard<br>• White: * | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 41.0%<br>• English Learners: 34.5%<br>• Socioeconomically Disadvantaged: 39.2%<br>• Students with Disabilities: 40.5%<br>• Hispanic: 41.9<br>• White: 23.8% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: -0.83 (CGP: 20th percentile)<br>• English Learners: CGI: -1.16 (CGP: 9th percentile)<br>• Socioeconomically Disadvantaged: CGI: -0.98 | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (CGP: 16th percentile)<br>• Students with Disabilities: CGI: -0.10 (CGP: 46th percentile)<br>• Hispanic: CGI: -0.75 (CGP: 23rd percentile)<br>• White: * | | | percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance | 2022-23: (2023 Dashboard)<br>44.4% | | | 2025-26: (2026 Dashboard)<br>>= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | | | | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 20.4% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 24.64%</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 23.73%</li><li>Students with Disabilities: 8.33%</li><li>Hispanic: 24.59%</li></ul> | | | 2025-26: <ul><li>All Students: >= 25.00%</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: >= 25.00%</li><li>Students with Disabilities: >= 10.00%</li><li>Hispanic: >= 25.00%</li><li>White: *</li></ul> | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $1,429,594.43 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal categorical funds: N/A |  |  |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>Services & Other Operating Expenses - Professional Development:<br>Resource:<br>• Title II Prof Dev-Other: $15,000<br>• Title II Professional Development: $9,000 | $77,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 4340 Education Software: $24,429<br>• 3010 Title I 3500 Unemployment Insurance: $148.56<br>• 3010 Title I 3400 Health & Welfare Benefits: 1,869.05<br>• 3010 Title I 3300 OASDI/Medicare: $430.82<br>• 3010 Title I 3100 STRS: $5,674.95<br>• 3010 Title I 1100 Teacher Salaries: $29,678 | $786,487.60 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 3500 Unemployment Insurance: $58.08<br>• 3010 Title I 3300 OASDI/Medicare: $168.43<br>• 3010 Title I 3100 STRS: $2,218.65<br>• 3010 Title I 1100 Teacher Salaries: $11,616 | $108,175.11 | Yes |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner | $898,923.18 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds:<br>• (Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services: $8,000<br>• (Non-personnel): Title I, Educational Software: $5,313 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 16% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 98% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,001.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title IV, Part A, Amount: $3,000 | $8,720.35 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most | $385,446.90 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 3500 Unemployment Insurance: $200.53<br>• 3010 Title I 3400 Health & Welfare Benefits: 3,594.32<br>• 3010 Title I 3300 OASDI/Medicare: $581.53<br>• 3010 Title I 3100 STRS: $7,660.24<br>• 3010 Title I 1100 Teacher Salaries: $40,106 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. | $908,911.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 8 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 3 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 60 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 22.7% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 92.50% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 28.4% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.7% | | | 2026-27: <= 2.0% | |
| 4.8 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 2.5% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.9 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.10 | School experience survey "participation rates" by students, | 2023-24: Students: 99.7% Families: 99.7% | | | 2026-27: Students: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | families, and staff (Source: Local Indicator Priority 6, Panorama Education) | Staff: 100.0% | | | Families: >= 75.0%<br>Staff: >= 95.0% | |
| 4.11 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 56.0%<br>Families: 93.0%<br>Staff: 68.0% | | | 2026-27:<br>Students: >= 65%<br>Families: >= 95%<br>Staff: >= 80% | |
| 4.12 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 66%<br>Families: 93%<br>Staff: 77% | | | 2026-27:<br>Students: >= 75%<br>Families: >= 95%<br>Staff: >= 85% | |
| 4.13 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023)<br>94.26% | | | 2026-27: (Spring 2026 to Fall 2026)<br>>= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance | $240,328.27 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 5800 Professional Services: $7,500<br>• 3010 Title I 3500 Unemployment Insurance: $115<br>• 3010 Title I 3300 OASDI/Medicare: $333.5<br>• 3010 Title I 3100 STRS: $4,393<br>• 3010 Title I 1100 Teacher Salaries: $23,000 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives | $386,203.58 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 4310 Ins Mats & Sups: $4,053<br>• 3010 Title I 4340 Educational Software: $9,900 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 5800 Professional Services: $2,000 | | |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $376,131.74 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,392,115 | $98,241 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 26.345% | 0.000% | $0.00 | 26.345% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:** Healthy and nutritious meals<br><br>**Need:** Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | - Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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|  |  |  | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

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| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3: <br> • Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) <br> • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| **3.3** | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: |

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|  | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br>LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>  LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| **3.5** | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am |

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| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making<br><br>**Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

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| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

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| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate |

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| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS) <br>• Graduation Rate (Source: CALPADS, CA School Dashboard) <br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS) <br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS) <br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

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|---|---|---|---|
| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |
| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | are so we can continue to provide our students with the best quality education.<br><br>**Scope:**<br>LEA-wide | current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>　LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 　(ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  |  | fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

|  |
|---|
|  |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

| Similar to the current academic year, MSA-8 will utilize the concentration grant add-on funds ($98,241) in the following manner:<br><br>MSA-8 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.<br><br>By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement. |
|---|

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $5,284,077 | $1,392,115 | 26.345% | 0.000% | 26.345% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $5,010,140.48 | $2,096,689.32 | | $386,687.17 | $7,493,516.97 | $5,013,824.65 | $2,479,692.32 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $21,200.00 | $21,200.00 | | | | $21,200.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $119,927.30 | $250,967.82 | $321,189.12 | $48,797.00 | | $909.00 | $370,895.12 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $30,187.00 | $526,976.44 | $557,163.44 | | | | $557,163.44 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $914,559.50 | $899,047.50 | | | $15,512.00 | $914,559.50 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,301,594.43 | $128,000.00 | $985,619.08 | $443,975.35 | | | $1,429,594.43 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $77,500.00 | $23,000.00 | $30,500.00 | | $24,000.00 | $77,500.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $724,334.51 | $62,153.09 | $432,742.87 | $231,725.85 | | $122,018.88 | $786,487.60 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $108,175.11 | $0.00 | $94,113.95 | | | $14,061.16 | $108,175.11 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $691,685.78 | $207,237.40 | $169,524.35 | $625,649.83 | | $103,749.00 | $898,923.18 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

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| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,001.00 | $1.00 | $1,000.00 | | | $1,001.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $8,720.35 | $5,720.35 | | | $3,000.00 | $8,720.35 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $382,946.90 | $2,500.00 | $333,304.27 | | | $52,142.63 | $385,446.90 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $757,934.66 | $150,977.09 | $469,064.05 | $439,847.70 | | | $908,911.75 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $212,048.27 | $28,280.00 | $204,986.77 | | | $35,341.50 | $240,328.27 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $355,197.58 | $31,006.00 | $333,197.58 | $39,053.00 | | $13,953.00 | $386,203.58 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,000.00 | | | | $2,000.00 | $2,000.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $329,793.11 | $46,338.63 | $139,991.15 | $236,140.59 | | | $376,131.74 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $5,284,077 | $1,392,115 | 26.345% | 0.000% | 26.345% | $2,056,396.99 | 0.000% | 38.917 % | **Total:** | $2,056,396.99 |
| | | | | | | | | **LEA-wide Total:** | $2,056,396.99 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $20,000.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $23,000.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $432,742.87 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $94,113.95 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $5,720.35 | |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $333,304.27 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $469,064.05 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $204,986.77 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $333,197.58 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $139,991.15 | |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $7,430,305.00 | $7,551,375.20 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $21,200 | $21,200.00 |
| 1 | 1.2 | Instructional materials and technology | No | $652,145 | $652,145.20 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $610,163 | $640,163.44 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $60,000 | $60,000.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $943,179 | $960,099.92 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,224,917 | $1,284,059.84 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $49,000 | $77,500.00 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $833,064 | $798,318.45 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | 106,923 | $106,923.47 |
| 2 | 2.5 | Support for students with disabilities | No | $858,638 | $858,637.53 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1,001 | $1,001.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $8,720 | $8,720.35 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $368,999 | $368,999.16 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $847,039 | $873,532.54 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $237,276 | $237,276.48 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $382,700 | $382,700.49 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $2,000 | $2,000.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $223,341 | $218,097.33 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,384,966 | $1,453,794.84 | $1,444,730.18 | $9,064.66 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $60,000.00 | $60,000.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $13,000.00 | $23,000 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $300,576.08 | $314,673.58 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.00 | $1.00 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $5,720.00 | $5,720.35 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $275,261.53 | $184,199.87 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $358,435.35 | $294,505.92 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $266,510.83 | $201,934.98 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $151,290.05 | $329,694.48 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $2,000.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $21,000.00 | $31,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $3,534,163 | $1,384,966 | 0.000% | 39.188% | $1,444,730.18 | 0.000% | 40.879% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - o Professional development for teachers.

    - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

CDS Code: 30-76893-0130765

School Year: 2024-25

LEA contact information:

Steven Keskinturk & Maria Czerner-Rowell

Site Director/Secondary Principal & Elementary Principal

skeskinturk@magnoliapublicschools.org

(714) 479-0115

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$7,484,380
71 %

All federal funds,
$468,130 , 4%

All other state funds,
$2,488,332 , 24%

All local funds,
$163,673 , 2%

LCFF supplemental &
concentration grants,
$1,953,088 , 18%

All Other LCFF funds,
$5,531,292 , 52%

This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Santa Ana is $10,604,515, of which $7,484,380 is Local Control Funding Formula (LCFF), $2,488,332 is other state funds, $163,673 is local funds, and $468,130 is federal funds.  Of the $7,484,380 in LCFF Funds, $1,953,088 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| Amount | |
| --- | --- |
| $ 12,000,000 | |
| $ 10,000,000 | Total Budgeted General Fund Expenditures, $10,588,964 |
| $ 8,000,000 | |
| $ 6,000,000 | Total Budgeted Expenditures in the LCAP $10,588,964 |
| $ 4,000,000 | |
| $ 2,000,000 | |
| $ 0 | |

This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy - Santa Ana plans to spend $10,588,963.95 for the 2024-25 school year. Of that amount, $10,588,963.95 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy - Santa Ana is projecting it will receive $1,953,088 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend $1,929,795.55 towards meeting this requirement, as described in the LCAP.

Magnolia Science Academy Santa Ana will meet the requirement of providing all of the planned actions and services for high needs students using LCFF supplemental and concentration grants for 2024-25. The difference between the projected LCFF supplemental and concentration revenue and budgeted amount for actions and services will be paid with other applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership,, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G

Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,049,530

□ Actual Expenditures for High Needs Students in LCAP — $1,788,288

*This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy - Santa Ana's LCAP budgeted $2,049,529.88 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent $1,788,287.97 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-261,241.90,999,999,992 had the following impact on Magnolia Science Academy - Santa Ana's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy Santa Ana used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy - Santa Ana | Steven Keskinturk & Maria Czerner-Rowell<br>Site Director/Secondary Principal & Elementary Principal | skeskinturk@magnoliapublicschools.org &<br>mrowell@magnoliapublicschools.org<br>(714) 479-0115 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **1** | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 94.0% | 2021-22: (Spring 2021 to Fall 2021) 64% | 2022-23: (Fall 2021 to Fall 2022) 86% This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 75% | 2023-24: (Fall 2022 to Fall 2023) 85.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.1% | 2021-22: (As of 5/12/22) 97.1% | 2022-23: (As of 5/12/23) 96% | 2023-24: (As of 12/15/23) 95.5% | 2023-24: 97.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $38,425

Actual: $38,425
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $1,175,619
Actual: $1,175,619
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $659,546
Actual: $659,546
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $44,445
Actual: $44,445
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $1,890,663
Actual: $1,890,663
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students. Saturday school structure has been changed to meet the needs of the students who
need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and IAB tests. Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus college course is above the expected number. We will continue to offer two dual enrollment classes next year here on our campus.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 45% | 2021-22: (As of 5/13/22) 51% | 2022-23: (As of 5/12/23) 52% | 2023-24: (As of 5/24/24) 70% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 69% | 2021-22: (First semester) 85% | 2022-23: (First semester) 89% | 2023-24: (First semester) 86% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 126.5 | 2021-22: (As of 5/13/22) 39.9 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 130 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 34.23%<br>• English Learners: 9.28%<br>• Socioeconomically Disadvantaged: 32.47%<br>• Students with Disabilities: 12.07%<br>• Homeless: 32.43%<br>• Hispanic: 31.18%<br>• White: 73.33% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 36.65%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 33.77%<br>• Students with Disabilities: 12.77%<br>• Hispanic: 33.6%<br>• White: 81.82%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 43.68%<br>• English Learners: 4.84%<br>• Socioeconomically Disadvantaged: 39.66%<br>• Students with Disabilities: 24.45%<br>• Asian: *<br>• Hispanic: 41.42%<br>• White: 57.9%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 47.00% | 2022-23:<br>• All Students: 38.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 38.00%<br>• Students with Disabilities: 16.00%<br>• Homeless: 38.0%<br>• Hispanic: 37.00%<br>• White: 74.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 38.26%</li><li>English Learners: 9.26%</li><li>Students with Disabilities: 27.78%</li><li>Hispanic: 34.88%</li><li>White: 72.73%</li></ul> IAB ELA Level 3 and 4 Projection (5/13/22): <ul><li>All Students: 53.97%</li></ul> | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul><li>All Students: 37.13%</li><li>English Learners: 10.20%</li><li>Students with Disabilities: 23.64%</li><li>Hispanic: 33.21%</li><li>White: 61.90%</li></ul> IAB ELA Level 3 and 4 Projection (5/12/23): <ul><li>All Students: 54.84%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) <ul><li>All Students: 34.5 points below standard</li><li>English Learners:</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard) <ul><li>All Students: 30.7 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard) <ul><li>All Students: 14.6 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard) <ul><li>All Students: 28.0 points below standard</li><li>English Learners:</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 68.0 points below standard<br>• Socioeconomically Disadvantaged: 40.2 points below standard<br>• Students with Disabilities: 80.2 points below standard<br>• Homeless: 28.8 points below standard<br>• Hispanic: 42.8 points below standard<br>• White: 83.9 points above standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 46.0%<br>• English Learners: 43.1%<br>• Students with Disabilities: 45.3%<br>• Hispanic: 45.3%<br>• White: 50.0% | 76.3 points below standard<br>• Socioeconomically Disadvantaged: 37.8 points below standard<br>• Students with Disabilities: 96.1 points below standard<br>• Homeless: 72.5 points below standard<br>• Hispanic: 39.9 points below standard<br>• White: 88.2 points above standard | 56.2 points below standard<br>• Socioeconomically Disadvantaged: 23.4 points below standard<br>• Students with Disabilities: 75.7 points below standard<br>• Asian: *<br>• Hispanic: 21.2 points below standard<br>• White: 71.9 points above standard | 60.0 points below standard<br>• Socioeconomically Disadvantaged: 33.0 points below standard<br>• Students with Disabilities: 72.0 points below standard<br>• Homeless: 22.0 points below standard<br>• Hispanic: 36.0 points below standard<br>• White: 80.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 42.7%<br>• English Learners: 40.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 46.0% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 58.3% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 57.4% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 54.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 43.3%<br>• Students with Disabilities: 36.5%<br>• Hispanic: 42.6%<br>• White: 31.3% | • English Learners: 43.1%<br>• Socioeconomically Disadvantaged: 46.4%<br>• Students with Disabilities: 45.3%<br>• Hispanic: 45.3%<br>• White: 50.0% | • English Learners: 62.2%<br>• Socioeconomically Disadvantaged: 57.4%<br>• Students with Disabilities: 55.2%<br>• Hispanic: 58.2%<br>• White: 60.5% | • English Learners: 63.2%<br>• Socioeconomically Disadvantaged: 56.6%<br>• Students with Disabilities: 52.9%<br>• Hispanic: 56.3%<br>• White: 62.8% | • Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 58.0%<br>• Hispanic: 60.0%<br>• White: 44.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 28.61%<br>• English Learners: 10.0%<br>• Socioeconomically Disadvantaged: 26.36%<br>• Students with Disabilities: 12.06%<br>• Homeless: 27.03%<br>• Hispanic: 25.29%<br>• White: 73.33% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. | 2021-22:<br>• All Students: 28.67%<br>• English Learners: 5.21%<br>• Socioeconomically Disadvantaged: 25.85%<br>• Students with Disabilities: 12.50%<br>• Homeless: 0.00%<br>• Hispanic: 25.67%<br>• White: 72.72%<br><br>We have used the Measures of | 2022-23:<br>• All Students: 34.77%<br>• English Learners: 7.94%<br>• Socioeconomically Disadvantaged: 30.77%<br>• Students with Disabilities: 19.56%<br>• Asian: *<br>• Hispanic: 31.12%<br>• White: 52.64%<br><br>IAB Math Level 3 and 4 Projection (1/22/24): | 2022-23:<br>• All Students: 32.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 32.00%<br>• Students with Disabilities: 16.00%<br>• Homeless: 32.0%<br>• Hispanic: 32.00%<br>• White: 75.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 25.87%<br>• English Learners: 5.41%<br>• Students with Disabilities: 12.96%<br>• Hispanic: 22.65%<br>• White: 54.55%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 43.61% | Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 31.17%<br>• English Learners: 9.09%<br>• Students with Disabilities: 14.81%<br>• Hispanic: 26.02%<br>• White: 61.90%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 61.92% | • All Students: 54.94% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 50.8 points below standard<br>• English Learners: 79.4 points below standard<br>• Socioeconomically Disadvantaged: 56.4 points below standard<br>• Students with Disabilities: 93.6 points below standard<br>• Homeless: 54.7 points below standard<br>• Hispanic: 60.3 points below standard<br>• White: 73.0 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 61.5%<br>• English Learners: 54.3%<br>• Students with Disabilities: 46.9%<br>• Hispanic: 61.4% | 2021-22: (2022 Dashboard)<br>• All Students: 59.1 points below standard<br>• English Learners: 93 points below standard<br>• Socioeconomically Disadvantaged: 66.0 points below standard<br>• Students with Disabilities: 119.2 points below standard<br>• Homeless: 113.2 points below standard<br>• Hispanic: 66.8 points below standard<br>• White: 58.5 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 39.9 points below standard<br>• English Learners: 74.7 points below standard<br>• Socioeconomically Disadvantaged: 48.9 points below standard<br>• Students with Disabilities: 88.3 points below standard<br>• Asian: *<br>• Hispanic: 50.0 points below standard<br>• White: 45.4 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 42.0 points below standard<br>• English Learners: 73.0 points below standard<br>• Socioeconomically Disadvantaged: 50.0 points below standard<br>• Students with Disabilities: 85.0 points below standard<br>• Homeless: 46.0 points below standard<br>• Hispanic: 52.0 points below standard<br>• White: 50.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 58.3% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 40.5%<br>• English Learners: 35.9%<br>• Socioeconomically Disadvantaged: 40.0%<br>• Students with Disabilities: 32.9%<br>• Hispanic: 39.7%<br>• White: 44.4% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 61.5%<br>• English Learners: 54.3%<br>• Socioeconomically Disadvantaged: 62.0%<br>• Students with Disabilities: 46.9%<br>• Hispanic: 61.4%<br>• White: 58.3% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 66.3%<br>• English Learners: 61.3%<br>• Socioeconomically Disadvantaged: 65.8%<br>• Students with Disabilities: 53.1%<br>• Hispanic: 64.8%<br>• White: 68.4% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 61.7%<br>• English Learners: 47.8%<br>• Socioeconomically Disadvantaged: 60.6%<br>• Students with Disabilities: 52.2%<br>• Hispanic: 60.1%<br>• White: 72.1% | 2023-24:<br>• All Students: 50.0%<br>• English Learners: 44.0%<br>• Socioeconomically Disadvantaged: 50.0%<br>• Students with Disabilities: 51.0%<br>• Hispanic: 50.0%<br>• White: 55.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>41.9% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 14% | 2021-22: (2022 Dashboard)<br>48.2% | 2022-23: (2023 Dashboard)<br>73.3% | 2022-23: (2023 Dashboard)<br>45.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Level 3: 34%<br>• Level 2: 37%<br>• Level 1: 15% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 6.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 14% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 13.02% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 23.13% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 16.47%<br>• English Learners: 1.92%<br>• Socioeconomically Disadvantaged: 16.54%<br>• Students with Disabilities: 0.00%<br>• Homeless: 17.65%<br>• Hispanic: 14.58% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 22.66%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 19.80%<br>• Students with Disabilities: 8.33%<br>• Hispanic: 22.03% | 2022-23:<br>• All Students: 29.63%<br>• English Learners: 4.17%<br>• Socioeconomically Disadvantaged: 28.42%<br>• Students with Disabilities: 12.5%<br>• Hispanic: 26.59% | 2022-23:<br>• All Students: 20.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 20.00%<br>• Students with Disabilities: 10.00%<br>• Homeless: 20.0%<br>• Hispanic: 20.00%<br>• White: 32.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • White: 30.76% | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to 2023-24 Local Control Accountability Plan for Magnolia Science Academy - Santa Ana Page 40 of 105 all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $2,907,325
Actual: $2,917,796
Explanation: The projected expenses are around $10k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant as it is less than 10% of the budgeted amount.

Goal 2 Action 2
Budgeted: $120,606
Actual: $129,046
Explanation: The projected expenses are around $9k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 2 is not significant as it is less than 10% of the budgeted amount.

Goal 2 Action 3

Budgeted: $669,622
Actual: $669,622
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation: N/A

Goal 2 Action 5
Budgeted: $938,178
Actual: $931,092
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

We spent less on STEAM this year due to the fact we had overspent the previous year. To ensure that our actual met our budgeted we increased it.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: 77.8% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 34.2% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 79.3% | 2022-23: (2023 Dashboard) 72.4% | 2022-23: (2023 Dashboard) 70.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 50.0% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 61.76%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 61.11%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 67.69% | 2022-23: 53.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br><ul><li>Grade 11 Students: 54.84%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br><ul><li>Grade 11 Students: 64.47%</li></ul> | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br><ul><li>Grade 11 Students: 61.11%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br><ul><li>Grade 11 Students: 51.96%</li></ul> | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 55.56% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 29.41%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 33.33%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br><ul><li>Grade 11 Students: 57.14%</li></ul> | 2022-23: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 30.30%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 33.10% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 44.44%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 70.86% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 47.8% | 2020-21: 47.1% | 2021-22: 66.7% | 2022-23: 56.0% | 2022-23: 45.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 48.1% | 2020-21: 54.2% | 2021-22: 21.1% | 2022-23: 27.6% | 2022-23: 45.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 28.6% | 2021-22: (As of 5/13/22) 39.5% | 2021-22: (2022 Dashboard) 36.6%<br><br>2022-23: (As of 5/12/23) 51.7% | 2022-23: (As of 5/20/24) 57.1% | 2022-23: (2023 Dashboard) 40.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 100% | 2020-21: 86.4%<br><br>2021-22: (As of 5/13/22) 71.1% | 2021-22: (CDE DataQuest) 86.5%<br><br>2022-23: (As of 5/12/23) 100% | 2022-23 (CDE DataQuest): 100.0% | 2022-23 (CDE DataQuest): 85.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 45.0% | 2021-22: (As of 5/13/22) 13.2% | 2021-22: (CDE DataQuest) 16.2%<br><br>2022-23: (As of 5/12/23) 24.1% | 2022-23 (CDE DataQuest): 20.7% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 40.0% | 2021-22: (As of 5/13/22) 23.7% | 2021-22: (CDE DataQuest) 21.6%<br><br>2022-23: (As of 5/12/23) 34.5% | 2022-23 (CDE DataQuest): 34.5% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 60.0% | 2021-22: (As of 5/13/22) 34.2% | 2022-23: (As of 5/12/23) 51.7% | 2023-24: (As of 5/20/24) 65.7% | 2023-24: 30.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 65.0% | 2021-22: (As of 5/13/22) 79% | 2022-23: (As of 5/12/23) 90% | 2023-24: (As of 5/20/24) 94.0% | 2023-24: 80.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 60.0% | 2021-22: (As of 5/13/22) 66% | 2022-23: (As of 5/12/23) 79% | 2023-24: (As of 5/20/24) 83.0% | 2023-24: 50.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 57.1% | Class of 2019 data is not available. | Class of 2019: 73.5% Class of 2020: 63% | Class of 2021: 75.0% | Class of 2021: 60.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 5% | 2021-22: (As of 5/13/22) 3% | 2022-23: (As of 5/12/23) 6% | 2023-24: (As of 5/20/24) 10% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 64% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 97% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 90% | 2021-22: (As of 5/13/22) 91% | 2022-23: (As of 5/12/23) 99% | 2023-24: (As of 5/20/24) 94% | 2023-24: 90% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year our planned MAP, IAB, College Readiness, Courses and Assessments, AP courses, initial and summative ELPAC, as well as SBAC tests were all given in a timely manner. Our data tracking was housed Magnolia-wide, and shared with other school sites and Home Office to ensure that our students were tracked as well as given data conferences, and shared growth targets so that we can support all our learners. Data was shared on a bi-monthly basis with gen ed and/or departments. Discussions were held monthly in Dean of Academic and Principal meetings to showcase our student growth rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $114,352

Actual: $114,352
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $636
Actual: $636
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $284,626
Actual: $284,626
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $384,847
Actual: $381,454
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $665,857
Actual: $738,586
Explanation: The projected expenses are around $73k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant compared to the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MSASA ensured that we stayed near to closely around the planned monies, for example, we chose to go with a third party for the after school ASES program. We gave them a sum of money and did not have any extra unforeseen expenditures. We are under budget in this action by approximately $90,000. ELOP and Prop 28 Arts and Music grant are being rolled over to next school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 4 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 36 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 42 | 2021-22: (As of 5/13/22) 35 | 2022-23: (As of 5/12/23) 50 | 2023-24: (As of 5/20/24) 50 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>8.7% | 2021-22: (As of 5/13/22)<br>19.8% | 2022-23: (As of 5/12/23)<br>27.6% | 2023-24: (As of 5/20/24)<br>28.9% | 2023-24:<br>20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>97.61% | 2021-22: (P-2 ADA)<br>94.20% | 2022-23: (P-2 ADA)<br>94.15% | 2023-24: (P-2 ADA)<br>94.21% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>5.3% | 2021-22: (As of 5/13/22)<br>11.2% | 2021-22: (2022 Dashboard)<br>11.6%<br><br>2022-23: (As of 5/12/23)<br>17.0% | 2022-23: (2023 Dashboard)<br>16.8%<br><br>2023-24: (As of 5/31/24)<br>14.9% | 2022-23: (2023 Dashboard)<br>5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0.0% | 2022-23: (As of 5/12/23)<br>0% | 2023-24: (As of 6/3/24)<br>7.1% | 2023-24:<br>0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20:<br>3.8% | 2020-21:<br>0.0% | 2021-22: (CDE DataQuest)<br>2.5%<br><br>2022-23: | 2022-23: (CDE DataQuest)<br>0.00% | 2022-23: (CDE DataQuest)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 3.4% | 2023-24: (As of 6/3/24) 0.00% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 100.0% | 2020-21: (2021 Dashboard) 97.4% | 2021-22: (2022 Dashboard) 92.7% 2022-23: (As of 5/12/23) 100% | 2022-23: (2023 Dashboard) 97.2% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 3/13/22) 1.9% | 2021-22: (2022 Dashboard) 2% 2022-23: (As of 5/12/23) 1.3% | 2022-23: (2023 Dashboard) 2.6% 2023-24: (As of 5/31/24) 3.4% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 3/13/22) .19% | 2021-22: (CDE DataQuest) 0.19% 2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 95.3% Families: 72.8% Staff: 100.0% | 2021-22: Students: 70% Families: 81.8% Staff: 100% | 2022-23: Students: 100% Families: 76.6% Staff: 100% | 2023-24: Students: 95.6% Families: 81.4% Staff: 100.0% | 2023-24: Students: 95.0% Families: 80.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21:<br>Students: 76%<br>Families: 96%<br>Staff: 84% | 2021-22:<br>Students: 70%<br>Families: 94%<br>Staff: 88% | 2022-23:<br>Students: 73%<br>Families: 94%<br>Staff: 85% | 2023-24:<br>Students: 70.0%<br>Families: 95.0%<br>Staff: 88.0% | 2023-24:<br>Students: 75%<br>Families: 95%<br>Staff: 85% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020)<br>86% | 2021-22: (Spring 2021 to Fall 2021)<br>86% | 2022-23: (Spring 2022 to Fall 2022)<br>90% | 2023-24: (Spring 2023 to Fall 2023)<br>89.44% | 2023-24: (Spring 2023 to Fall 2023)<br>85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: N/A

Goal 4 Action 2
Budgeted: $321,343
Actual: $321,343
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3

Budgeted: $464,510
Actual: $468,510
Explanation: The projected expenses are around $4k more than the budgeted amount. However, the discrepancy for this action Goal 4 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 4 Action 4
Budgeted: $2,650
Actual: $2,650
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $440,871
Actual: $437,179
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate has continued to increase though we still maintain using alternatives to suspensions as much as possible. Additionally our ADA has maintained at 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort. MSASA has no significant increased expenditures. For example, this goal pertained to educational partners, seeking family input, PBIS and SEL support, annual stakeholder surveys, and community partnerships.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 5 | |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy - Santa Ana | Steven Keskinturk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal | skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)
The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)
Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In the 2023-24 academic year, Magnolia Science Academy-Santa Ana continued its seventh school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Magnolia Science Academy Santa Ana
Address: 2840 W 1st. Santa Ana, CA, 92307
Phone: 714-479-0115
Email: skeskinturk@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

According to the Fall 2023 California accountability dashboard data some successes include our graduation rate has gone up to 100% graduation rate, our MAP scores and SBAC scores, along with the CAST scores, have continued to increase - this is a testament to our teachers and their hard work and dedication to their students. Our SBAC scores in ELA have increased over 3 points to 46.91% met and exceeded. In math, we have increased by 5 5 points to 39.78% met and exceeded. Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our Parent Advisory Committee (PAC), Parent Task Force, English Learner Advisory Committee (ELAC) and after-school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have a four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCLA, UCI, USC, CSUF, etc.). This year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and after school has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialogue among all educational partners so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

At MSASA, some of our successes for the 2023-24 school year include:

Teachers used IAB data and MAP data to inform their instruction
Increased College related events and communications
Provided high number of AP courses (9)
Continued Dual Enrollment Program with Santa Ana College
Continued to hold data driven meetings with teachers
Improving student engagement and assignment completion by implementing PBIS.
College Counselor conducted Individual meetings to increase college readiness.
Increase efficiency of small group interventions with stronger before and after school programs and Saturday School

Every year we conduct a Educational Partner Survey - here is a summary of what our stakeholders "like the most about our school"

Students: Students in Elementary like their teachers and all the STEAM-related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The students enjoy their AP. courses and they like the small class sizes, and the friends that they've made!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment and the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school-aged students in one location.

Staff: The staff enjoys working with each other and the family feel. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

CHALLENGES

According to the Dashboard date, a major difference is that our suspension rate has increased and socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area, specifically for third through eighth-grade students. Intervention groups were formed at the beginning of the year using the SBAC Spring 2022 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May to measure growth.

Such targeted intervention groups include intervention for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses which are additional supports for the English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall MAP scores (this year we introduced standardized assessments as early as first grade). We grouped our ELA and Math interventions in the afternoon. After school, focusing on our Tier II students, students at the CAASPP standards nearly met and not met, and our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly, and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment, and progress.

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure they're ready and successful for the next grade level.

We continue to provide social-emotional support for our students. This year we partnered with the OCDE, and secured SEL curriculum for TK-12th grade. Our MTSS grant still allows us to partner with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for elementary students. We have also partnered with Care Solace this year to give students and families access to mental health services.

We conducted our annual panorama surveys and reflected on our educational partners' greatest areas of need and this is how they answered for "what do you like least about your school?"

Students:  The Elementary student want a more traditional play-setting and swings.  The Secondary students strongly dislike the crowded hallways, and the restrictions to bathroom usage.

Families: Our parents have concerns about our limited parking space.

Staff: Our staff indicated that student uniform policy and discipline procedures/consequences haven't been enforced as much as needed.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | We invited our parents for the WASC renewal process, in which they engaged in numerous, robust conversations regarding the LCAP. We also, on a quarterly basis, discussed our ELAC and school site related items that also relate to the LCAP. Every Friday during our Coffee with the Principals our parents continue to collaborate in rich conversations around out LCAP. |
| Students | We invited our students for the WASC renewal process, in which they engaged in numerous, robust conversations regarding the LCAP along with the parents and teachers. Our students are also part of the Community Advisory Committee, and they were also part of the LCAP goal conversations - the students know that every goal we have impacts their success. |
| Teachers | Teachers are involved in all aspects of our LCAP since we meet on a weekly basis during our staff meetings. On a monthly basis, our teachers meet in grade level and department meetings, where they deep dive into the LCAP goals. The teachers are also part of the WASC committee and were very involved in that whole process, |
| School administrators | The school site administration team collaborates on a daily basis to ensure that all decisions are based on and aligned with our LCAP goals. |
| Other school personnel | We invite and ensure all educational partners, including our front office staff, custodial staff, and support, also have voice during our WASC committees as well as the CAC committee. They are also involved in our weekly staff meetings. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| SELPA | We ensure that our SPED team has a voice and collaborates on our LCAP goals. We also inform our El Dorado SELPA with our decision making, as we are inclusive to all. |

**A description of how the adopted LCAP was influenced by the feedback provided by educational partners.**

Annually, our LCAP is directly influenced by the feedback of our educational partners. This is done through our weekly Coffee With the Principal, in addition to our WASC, CAC, ELAC, and any town hall meetings that may arise based upon the direct feedback by all educational partners. At the end of every year, our educational partners participate in our Panorama survey, and it is the results of this survey that will directly drive and influence change, next steps, and directly impact our LCAP.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 90.6% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>75% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>95.0% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $38,425.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $888,374.78 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Non personnel Federal Resource 4035 Title II 5940 Technology $963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $596,530.40 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $52,677.03 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $1,277,548.35 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services paid with Title I: $21,140 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 70% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 86% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 43.68%<br>• English Learners: 4.84%<br>• Socioeconomically Disadvantaged: 39.66% | | | 2025-26:<br>• All Students: >= 46.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 24.45%<br>• Asian: *<br>• Hispanic: 41.42%<br>• White: 57.9% | | | Disadvantaged: >= 42.00%<br>• Students with Disabilities: >= 25.00%<br>• Hispanic: >= 44.00%<br>• White: >= 55.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 14.6 points below standard<br>• English Learners: 56.2 points below standard<br>• Socioeconomically Disadvantaged: 23.4 points below standard<br>• Students with Disabilities: 75.7 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 5.0 points below standard<br>• English Learners: 47.0 points below standard<br>• Socioeconomically Disadvantaged: 14.0 points below standard<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 21.2 points below standard<br>• White: 71.9 points above standard | | | Disabilities: 66.0 points below standard<br>• Hispanic: 12.0 points below standard<br>• White: 72.0 points above standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.4%<br>• English Learners: 63.2%<br>• Socioeconomically Disadvantaged: 56.6%<br>• Students with Disabilities: 52.9%<br>• Hispanic: 56.3%<br>• White: 62.8% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.89 (CGP: 81st percentile)<br>• English Learners: CGI: 1.84 (CGP: 97th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.92 (CGP: 82nd percentile)<br>• Students with Disabilities: CGI: 0.44 (CGP: 67th percentile)<br>• Hispanic: CGI: 0.78 (CGP: 78th percentile)<br>• White: CGI: 1.91 (CGP: 97th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 50th percentile )<br>• White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 34.77%<br>• English Learners: 7.94%<br>• Socioeconomic ally Disadvantaged : 30.77%<br>• Students with Disabilities: 19.56%<br>• Asian: *<br>• Hispanic: 31.12%<br>• White: 52.64% | | | 2025-26:<br>• All Students: >= 37.00%<br>• English Learners: >= 10.00%<br>• Socioecon omically Disadvant aged: >= 34.00%<br>• Students with Disabilitie s: >= 20.00%<br>• Hispanic: >= 35.00%<br>• White: >= 50.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP- | 2022-23: (2023 Dashboard) | | | 2025-26: (2026 Dashboard) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | <ul><li>All Students: 39.9 points below standard</li><li>English Learners: 74.7 points below standard</li><li>Socioeconomically Disadvantaged: 48.9 points below standard</li><li>Students with Disabilities: 88.3 points below standard</li><li>Asian: *</li><li>Hispanic: 50.0 points below standard</li><li>White: 45.4 points above standard</li></ul> | | | <ul><li>All Students: 30.0 points below standard</li><li>English Learners: 65.0 points below standard</li><li>Socioeconomically Disadvantaged: 39.0 points below standard</li><li>Students with Disabilities: 79.0 points below standard</li><li>Hispanic: 36.0 points below standard</li><li>White: 46.0 points above standard</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 61.7%<br>• English Learners: 47.8%<br>• Socioeconomically Disadvantaged: 60.6%<br>• Students with Disabilities: 52.2%<br>• Hispanic: 60.1%<br>• White: 72.1% |  |  | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% |  |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.93 (CGP: 82nd percentile)<br>• English Learners: CGI: 0.37 (CGP: 64th percentile)<br>• Socioeconomically Disadvantaged |  |  | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th |  |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | : CGI: 0.93 (CGP: 82nd percentile)<br>• Students with Disabilities: CGI: 0.19 (CGP: 58th percentile)<br>• Hispanic: CGI: 0.77 (CGP: 78th percentile)<br>• White: CGI: 1.84 (CGP: 97th percentile) | | | percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance | 2022-23: (2023 Dashboard) 73.3% | | | 2025-26: (2026 Dashboard) >= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  | Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) |  |  |  |  |  |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 22.6% |  |  | 2025-26: (CDE DataQuest) >= 10.0% |  |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<ul><li>All Students: 29.63%</li><li>English Learners: 4.17%</li><li>Socioeconomically Disadvantaged: 28.42%</li><li>Students with Disabilities: 12.5%</li><li>Hispanic: 26.59%</li></ul> |  |  | 2025-26:<ul><li>All Students: >= 31.00%</li><li>English Learners: >= 5.00%</li><li>Socioeconomically Disadvantaged: >= 30.00%</li><li>Students with Disabilities: >= 15.00%</li><li>Hispanic: >= 29.00%</li><li>White: *</li></ul> |  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $2,845,887.83 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other $27,295 | $93,801.06 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Non personnel 4127 Title IV, Part A 4340 Educational Software $3,353.84<br>• Non personnel 3010 Title I 4340 Educational Software $53,718.37<br>• Personnel 3010 Title I: Teacher Salaries and Benefits: $143,757.78 | $665,499.37 | Yes |
| **2.4** | Designated and integrated ELD | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | programs and support for ELs | ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each | $999,743.50 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

> Priority 7: Course Access (Conditions of Learning)
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 10% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 97% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 94% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 72.4% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 61.11% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 33.33% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 56.0% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 27.6% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 27.6% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 100.0% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 20.7% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 34.5% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 65.7% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 94% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 83% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 75.0% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $118,000.69 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. <br><br>Expenditures associated with this action include the following: supplemental STEM program fees. <br><br>The following expenditures will be funded by federal Title funds:<br>• 4340 Educational Software Resource: 4127 Title IV, Part A $636 | $636.00 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School | $292,985.58 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4340 Educational Software Resource: 4127 Title IV, Part A $3,587.04 | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health | $328,280.37 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds:<br><br>• Educational Software Resource: 4127 Title IV, Part A $424<br>• Certified Pupil Support Salary and Benefits: $9,693.51 | | |
| 3.5 | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,016,305.68 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 4 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 50 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 28.9% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 94.21% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 16.8% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 7.1% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 97.2% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 2.6% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 95.6% Families: 81.4% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 70.0% Families: 95.0% Staff: 88.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 82% Families: 96% Staff: 96% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 89.44% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $335,430.28 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 5800 Professional Services Resource: Title 1: $26,500<br>• 3500 Unemployment Insurance Resource: Title 1: $30<br>• 3300 OASDI/Medicare Resource: Title 1: $87<br>• 3100 STRS Resource: Title 1: $1,146<br>• 1100 Teacher Salaries: Resource Title 1: $6,000 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds: | $497,600.53 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 4340 Educational Software: Resource: Title IV, Part A: $6,169.2<br>• 4310 Instructional Materials and Supplies Resource Title 1: $13,250<br>• 4345 Non Instructional Student Supplies Resource Title III - Imm. I: $1,599.54 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Non-personnel - Professional Services paid with Title I: $2,650 | $2,650.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify | $538,312.50 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy - Santa Ana

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,953,088 | $139,345 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 26.096% | 5.333% | $256,905.03 | 31.429% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

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| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) <br> • Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) <br> • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) <br> • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br> LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board) <br> • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) <br> • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) <br> • Percentage of cohort graduates who have |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been accepted to a 4-year college |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:** Digital literacy and citizenship programs **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3: • Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

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| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>　LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | 　School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.5 | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | **Goal 2:**<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>**Goal 3:**<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>- Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>- Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS) <br> • Student Expulsion Rate (Source: CDE DataQuest, CALPADS) <br> • School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
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| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA Santa Ana will utilize the concentration grant add-on funds ($139,345) in the following manner:

MSA Santa Ana is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $7,484,380 | $1,953,088 | 26.096% | 5.333% | 31.429% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $6,609,162.62 | $3,315,748.00 | $88,077.40 | $575,975.93 | $10,588,963.95 | $6,808,464.69 | $3,780,499.26 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $38,425.00 | $38,425.00 | | | | $38,425.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $888,374.78 | $837,411.24 | $50,000.00 | | $963.54 | $888,374.78 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $107,794.40 | $488,736.00 | $571,770.08 | $24,760.32 | | | $596,530.40 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $27,057.03 | $25,620.00 | $52,677.03 | | | | $52,677.03 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $1,277,548.35 | $997,705.81 | $258,702.54 | $21,140.00 | | $1,277,548.35 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $2,762,887.83 | $83,000.00 | $2,223,017.74 | $622,870.09 | | | $2,845,887.83 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $29,052.00 | $64,749.06 | $21,214.06 | $45,292.00 | | $27,295.00 | $93,801.06 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $586,353.98 | $79,145.39 | $340,166.08 | $36,315.00 | | $289,018.29 | $665,499.37 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $818,667.24 | $181,076.26 | $11,037.20 | $924,058.22 | | $64,648.08 | $999,743.50 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $118,000.69 | $0.00 | | $118,000.69 | | | $118,000.69 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $636.00 | | | | $636.00 | $636.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $289,398.54 | $3,587.04 | $289,398.54 | | | $3,587.04 | $292,985.58 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $247,198.97 | $81,081.40 | $261,885.46 | | $56,277.40 | $10,117.51 | $328,280.37 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $660,188.50 | $356,117.18 | $217,478.53 | $767,027.15 | $31,800.00 | | $1,016,305.68 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $283,127.76 | $52,302.52 | $280,938.92 | $20,728.36 | | $33,763.00 | $335,430.28 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $433,829.25 | $63,771.28 | $401,539.37 | $75,042.42 | | $21,018.74 | $497,600.53 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,650.00 | | | | $2,650.00 | $2,650.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $444,908.50 | $93,404.00 | $64,222.56 | $372,951.21 | | $101,138.73 | $538,312.50 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|---|
| $7,484,380 | $1,953,088 | 26.096% | 5.333% | 31.429% | $1,929,795.55 | 0.000% | 25.784 % | **Total:** | | $1,929,795.55 |
| | | | | | | | | **LEA-wide Total:** | | $1,929,795.55 |
| | | | | | | | | **Limited Total:** | | $0.00 |
| | | | | | | | | **Schoolwide Total:** | | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $52,677.03 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $21,214.06 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $340,166.08 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $0.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $289,398.54 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $261,885.46 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $217,478.53 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $280,938.92 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $401,539.37 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $64,222.56 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $11,124,128.00 | $11,205,596.40 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $38,425 | $38,425.00 |
| 1 | 1.2 | Instructional materials and technology | No | $1,175,620 | $1,175,619.78 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $659,547 | $659,546.62 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $44,446 | $44,445.50 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $1,890,663 | $1,890,663.20 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $2,907,326 | $2,917,796.67 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $120,606 | $129,046.06 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $669,622 | $669,622.24 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | |
| 2 | 2.5 | Support for students with disabilities | No | $938,179 | $931,092.31 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $114,352 | $114,352.25 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $636 | $636.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $284,626 | $284,626.40 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $384,847 | $381,454.71 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $665,857 | $738,586.81 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $321,344 | $321,343.56 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $464,510 | $468,510.07 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,650 | $2,650.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $440,872 | $437,179.22 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,045,193 | $2,049,529.88 | $1,788,287.97 | $261,241.91 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $25,620.00 | $44,445.50 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $12,774.06 | $21,214.06 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $457,815.19 | $253,240.01 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | $114,352.24 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $281,039.36 | $281,039.36 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $293,294.43 | $279,968.46 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $366,376.84 | $178,555.75 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $228,725.97 | $243,310.26 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $330,179.12 | $297,162.33 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,650.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $51,054.91 | $75,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,816,981 | $2,045,193 | 0.000% | 42.458% | $1,788,287.97 | 0.000% | 37.125% | $256,905.03 | 5.333% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

  o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    o Indicate the school year to which the baseline data applies.

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

○ Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  ○ Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  ○ Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  ○ Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  ○ Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

   o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

   o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

   o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o   This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

2024-25 Local Control and Accountability Plan for Magnolia Science Academy - Santa Ana

- o  This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o  This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o  If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o  This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego

CDS Code: 37-68338-0109157

School Year: 2024-25

LEA contact information:

Gokhan Serce

Regional Director and Principal

gserce@magnoliapublicschools.org

(619) 644-1300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year



### Projected Revenue by Fund Source

Total LCFF funds $4,612,673 68 %

All federal funds, $536,465 , 8%

All other state funds, $1,538,327 , 22%

All local funds, $117,000 , 2%

All Other LCFF funds, $4,293,175 , 63%

LCFF supplemental & concentration grants, $319,498 , 5%

This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy San Diego is $6,804,465, of which $4,612,673 is Local Control Funding Formula (LCFF), $1,538,327 is other state funds, $117,000 is local funds, and $536,465 is federal funds.  Of the $4,612,673 in LCFF Funds, $319,498 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy San Diego plans to spend $6,686,420.45 for the 2024-25 school year. Of that amount, $6,686,420.45 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy San Diego is projecting it will receive $319,498 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend $990,425.31 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $806,290

☐ Actual Expenditures for High Needs Students in LCAP — $869,584

(Axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000)

This chart compares what Magnolia Science Academy San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy San Diego's LCAP budgeted $806,290.42 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent $869,584.28 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy San Diego | Gokhan Serce<br>Regional Director and Principal | gserce@magnoliapublicschools.org<br>(619) 644-1300 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 85% | 2021-22: (Spring 2021 to Fall 2021) 94% | 2022-23: (Fall 2021 to Fall 2022) 68%  This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 75% | 2023-24: (Fall 2022 to Fall 2023) 85% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.3% | 2021-22: (As of 5/12/22) 95% | 2022-23: (As of 5/12/23) 97.8% | 2023-24: (As of 12/15/23) 97.9% | 2023-24: 97.0% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1: Action 1: We provided BTSA and Mentor support for 3 teachers and helped teachers get their EL Authorizations. Also supporting an administrator with tuition reimbursement to help them get their admin credential.

Goal 1: Action 2: We provided instructional materials and technology for our students and staff as planned. This year we were able to get new Interactive TV's for each classroom and also got new laptops for teachers.

Goal 1: Action 3: As planned we provided resources to make sure that our school community have a clean and safe facilities that support learning

Goal 1: Action 4: We continued to have a meal server to make sure that free breakfast and lunch is provided smoothly for all interested students.

Goal 1: Action 5: Support from home office is received as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $25,970
Actual: $35,970
Explanation: The difference is due to the additional tuition reimbursement and mentor support.

Goal 1 Action 2
Budgeted: $462,339
Actual: $462,339
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $1,098,341
Actual: $1,188,916
Explanation: The projected expenses are  line with the planned initiatives, with no significant deviations. The difference in the projected expenses are due to additional repair/maintenance costs.

Goal 1 Action 4
Budgeted: $59,376
Actual: $54,526
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 5
Budgeted: $583,763
Actual: $584,627
Explanation: The projected expenses are around $1k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1: Action 1: All steps of action 1 were effective.

Goal 1: Action 2: All steps of action 2 were effective.

Goal 1: Action 3: All steps of action 3 were effective.

Goal 1: Action 4: All steps of action 4 were effective.

Goal 1: Action 5: All steps of action 5 were effective.

All actions in goal 1 were effective and helped us meet our goal 1.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 1 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 5 we would like to keep the goal and actions the same for the future year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 84% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 75% | 2021-22: (First semester) 90% | 2022-23: (First semester) 86% | 2023-24: (First semester) 91% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 30.0 | 2021-22: (As of 5/13/22) N/A (MyOn was not used) | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 69.31%<br>• English Learners: 40.00%<br>• Socioeconomically Disadvantaged: 54.13%<br>• Students with Disabilities: 28.07%<br>• Two or More Races: 63.79%<br>• African American: 40.00%<br>• Asian: 76.93%<br>• Hispanic: 69.60%<br>• White: 73.17% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 62.97%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 53.60%<br>• Students with Disabilities: 26.25%<br>• Asian: 87.18%<br>• African American: 42.86%<br>• Hispanic: 49.65%<br>• White: 72.8%<br>• 2 or more races: 61.54%<br><br>We have used the Measures of | 2022-23:<br>• All Students: 63.01%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 52.03%<br>• Students with Disabilities: 33.33%<br>• Asian: 64.1%<br>• Hispanic: 50.68%<br>• White: 73.95%<br>• Two or More Races: 75.00%<br>• African American: 43.33%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24): | 2022-23:<br>• All Students: 71%<br>• English Learners: 46%<br>• Socioeconomically Disadvantaged: 57%<br>• Students with Disabilities: 32%<br>• Two or More Races: 65%<br>• African American: 46%<br>• Asian: 78%<br>• Hispanic: 71%<br>• White: 75% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 70.05%</li><li>English Learners: 16.67%</li><li>Students with Disabilities: 36.00%</li><li>Hispanic: 57.86%</li><li>White: 75.71%</li></ul> IAB ELA Level 3 and 4 Projection (5/13/22): <ul><li>All Students: 67.25%</li></ul> | Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul><li>All Students: 67.33%</li><li>English Learners: 20.69%</li><li>Students with Disabilities: 44.74%</li><li>Hispanic: 58.70%</li><li>White: 78.42%</li></ul> IAB ELA Level 3 and 4 Projection (5/12/23): <ul><li>All Students: 68.73%</li></ul> | <ul><li>All Students: 64.44%</li></ul> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 41.0 points above standard<br>• English Learners: 8.3 points above standard<br>• Socioeconomically Disadvantaged: 8.6 points above standard<br>• Students with Disabilities: 53.9 points below standard<br>• Two or More Races: 38.1 points above standard<br>• African American: 21.3 points below standard<br>• Asian: 93.2 points above standard<br>• Hispanic: 34.0 points | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 63.0%<br>• English Learners: 51.9%<br>• Students with Disabilities: 63.8%<br>• Hispanic: 62.7%<br>• White: 63.6% | 2021-22: (2022 Dashboard)<br>• All Students: 34.6 points above standard<br>• English Learners: 17.9 points below standard<br>• Socioeconomically Disadvantaged: 6.8 points above standard<br>• Students with Disabilities: 50.6 points below standard<br>• African American: 0.1 points above standard<br>• Hispanic: 5.7 points above standard<br>• White: 50.5 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 27.2 points above standard<br>• English Learners: 44.4 points below standard<br>• Socioeconomically Disadvantaged: 1.3 points below standard<br>• Students with Disabilities: 39.1 points below standard<br>• Two or More Race: 33.0 points above standard<br>• African American: 15.8 points below standard<br>• Asian: 41.9 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 43.0 points above standard<br>• English Learners: 10.0 points above standard<br>• Socioeconomically Disadvantaged: 10.0 points above standard<br>• Students with Disabilities: 47.0 points below standard<br>• Two or More Races: 40.0 points above standard<br>• African American: 15.0 points below standard<br>• Asian: 94.0 points above standard<br>• Hispanic: 36.0 points |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | above standard<br>• White: 46.7 points above standard | | | • Hispanic: 4.1 points above standard<br>• White: 48.3 points above standard | above standard<br>• White: 48.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 47.3%<br>• English Learners: 38.5%<br>• Socioeconomically Disadvantaged: 47.1%<br>• Students with Disabilities: 31.7%<br>• African American: *<br>• Asian: 55.0%<br>• Hispanic: 50.6%<br>• White: 44.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 63.0%<br>• English Learners: 51.9%<br>• Socioeconomically Disadvantaged: 63.2%<br>• Students with Disabilities: 63.8%<br>• Asian: 51.1%<br>• Hispanic: 62.7%<br>• White: 63.6% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 54.6%<br>• English Learners: 59.3%<br>• Socioeconomically Disadvantaged: 53.7%<br>• Students with Disabilities: 50.7%<br>• Asian: 55.6%<br>• Hispanic: 55.0%<br>• White: 58.1% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 55.7%<br>• English Learners: 43.8%<br>• Socioeconomically Disadvantaged: 54.6%<br>• Students with Disabilities: 53.4%<br>• Hispanic: 62.0%<br>• White: 56.6% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 60.0%<br>• Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 55.0%<br>• African American: 65.0%<br>• Asian: 65.0%<br>• Hispanic: 65.0%<br>• White: 65.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 60.62%<br>• English Learners: 26.67% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 49.87%<br>• English Learners: 0.00% | 2022-23:<br>• All Students: 54.65%<br>• English Learners: 5.88% | 2022-23:<br>• All Students: 62.00%<br>• English Learners: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | <ul><li>Socioeconomically Disadvantaged: 41.29%</li><li>Students with Disabilities: 22.81%</li><li>Two or More Races: 56.90%</li><li>African American: 30.00%</li><li>Asian: 84.61%</li><li>Hispanic: 54.40%</li><li>White: 67.68%</li></ul> | We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<ul><li>All Students: 48.47%</li><li>English Learners: 10.34%</li><li>Students with Disabilities: 16.44%</li><li>Hispanic: 33.09%</li><li>White: 56.12%</li></ul>IAB Math Level 3 and 4 Projection (5/13/22): | <ul><li>Socioeconomically Disadvantaged: 36.60%</li><li>Students with Disabilities: 23.75%</li><li>Asian: 84.61%</li><li>African American: 28.58%</li><li>Hispanic: 37.06%</li><li>White: 54.41%</li><li>2 or more races: 53.85%</li></ul>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments. | <ul><li>Socioeconomically Disadvantaged: 41.22%</li><li>Students with Disabilities: 34.67%</li><li>Two or More Races: 60.41%</li><li>African American: 26.66%</li><li>Asian: 71.8%</li><li>Hispanic: 40.45%</li><li>White: 67.6%</li></ul>IAB Math Level 3 and 4 Projection (1/22/24):<ul><li>All Students: 80.30%</li></ul> | <ul><li>Socioeconomically Disadvantaged: 45.00%</li><li>Students with Disabilities: 27.00%</li><li>Two or More Races: 59.0%</li><li>African American: 36.0%</li><li>Asian: 86.00%</li><li>Hispanic: 57.00%</li><li>White: 69.00%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • All Students: 68.79% | Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 53.66%<br>• English Learners: 13.79%<br>• Students with Disabilities: 34.67%<br>• Hispanic: 40.28%<br>• White: 64.08%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br>• All Students: 75.30% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 21.8 points above standard<br>• English Learners: 21.4 points below standard<br>• Socioeconom ically | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics | 2021-22: (2022 Dashboard)<br>• All Students: 1.7 points above standard<br>• English Learners: 56.4 points below standard<br>• Socioeconom ically | 2022-23: (2023 Dashboard)<br>• All Students: 8.5 points above standard<br>• English Learners: 60.2 points below standard<br>• Socioeconom ically | 2022-23: (2023 Dashboard)<br>• All Students: 23.0 points above standard<br>• English Learners: 15.0 points below standard<br>• Socioeconom ically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 18.5 points below standard <br> • Students with Disabilities: 74.7 points below standard <br> • Two or More Races: 16.9 points above standard <br> • African American: 37.8 points below standard <br> • Asian: 65.6 points above standard <br> • Hispanic: 8.7 points above standard <br> • White: 32.0 points above standard | assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022. <br><br> Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> • All Students: 64.8% <br> • English Learners: 53.8% <br> • Students with Disabilities: 48.6% <br> • Hispanic: 62.9% <br> • White: 65.9% | Disadvantaged: 31.6 points below standard <br> • Students with Disabilities: 74.7 points below standard <br> • African American: 42.2 points below standard <br> • Hispanic: 39.5 points below standard <br> • White: 10.4 points above standard | Disadvantaged: 27.0 points below standard <br> • Students with Disabilities: 56.5 points below standard <br> • Two or More Races: 14 points above standard <br> • African American: 41.7 points below standard <br> • Asian: 34.5 points above standard <br> • Hispanic: 22.8 points below standard <br> • White: 35.9 points above standard | Disadvantaged: 12.0 points below standard <br> • Students with Disabilities: 66.0 points below standard <br> • Two or More Races: 19.0 points above standard <br> • African American: 30.0 points below standard <br> • Asian: 66.0 points above standard <br> • Hispanic: 10.0 points above standard <br> • White: 33.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall | 2020-21: <br> • All Students: 47.0% <br> • English Learners: 48.1% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: <br> • All Students: 64.8% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: <br> • All Students: 59.9% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: <br> • All Students: 67.3% | 2023-24: <br> • All Students: 65.0% <br> • English Learners: 65.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 41.4%<br>• Students with Disabilities: 42.2%<br>• African American: *<br>• Asian: 37.5%<br>• Hispanic: 46.3%<br>• White: 48.5% | • English Learners: 53.8%<br>• Socioeconomically Disadvantaged: 62.6%<br>• Students with Disabilities: 48.6%<br>• Asian: 71.1%<br>• Hispanic: 62.9%<br>• White: 65.9% | • English Learners: 46.2%<br>• Socioeconomically Disadvantaged: 58.7%<br>• Students with Disabilities: 47.2%<br>• Asian: 59.1%<br>• Hispanic: 54.5%<br>• White: 64.4% | • English Learners: 70.6%<br>• Socioeconomically Disadvantaged: 65.2%<br>• Students with Disabilities: 67.1%<br>• Hispanic: 58.3%<br>• White: 73.2% | • Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 65.0%<br>• African American: 65.0%<br>• Asian: 65.0%<br>• Hispanic: 65.0%<br>• White: 65.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 53.3% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 29.03%<br>• Level 3: 38.71%<br>• Level 2: 19.35%<br>• Level 1: 12.90% | 2021-22: (2022 Dashboard) 69.0% | 2022-23: (2023 Dashboard) 73.1% | 2022-23: (2023 Dashboard) 55.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 33.3% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4 who are reclassified as RFEP: 26% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 29.03% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 34.62% | 2023-24: 30.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 55.74%<br>• Socioeconomically Disadvantaged: 48.48%<br>• Students with Disabilities: 20.00%<br>• Homeless: 55.74%<br>• Hispanic: 51.35%<br>• White: 58.18% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 53.38%<br>• English Learners: 0<br>• Socioeconomically Disadvantaged: 41.51%<br>• Students with Disabilities: 26.09%<br>• Hispanic: 38.46% | 2022-23:<br>• All Students: 52.52%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 44.23%<br>• Students with Disabilities: 24.19%<br>• Two or More Races: 46.16%<br>• African American: *<br>• Asian: 63.63% | 2022-23:<br>• All Students: 57.00%<br>• Socioeconomically Disadvantaged: 50.00%<br>• Students with Disabilities: 22.00%<br>• Homeless: 57.0%<br>• Hispanic: 54.00%<br>• White: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
|  |  |  |  | - Hispanic: 46.42%<br>- White: 58.70% |  |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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Goal 2:

Action 1: Broad Course of Study and Standards-Based Curriculum
We implemented a comprehensive course of study aligned with state standards to ensure all students receive a high-quality, standards-based education.

Action 2: Professional Development for High-Quality Instruction
We conducted professional development sessions aimed at enhancing instructional quality, as planned, to ensure our educators are equipped with the latest teaching strategies and methodologies.

Action 3: Academic Enrichment, Intervention, and Student Support
We offered various academic enrichment programs, targeted interventions, and student support services as planned to address the diverse learning needs of our students.

Action 4: Designated and Integrated ELD Programs
We provided both designated and integrated English Language Development (ELD) programs, ensuring our English learners receive the necessary language support as planned.

Action 5: Support for Students with Disabilities
We delivered comprehensive support for students with disabilities, adhering to our planned programs and services to meet their unique educational needs.

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**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

Goal 2 Action 1
Budgeted: $1,556,496
Actual: $1,534,977
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2
Budgeted:$29,642
Actual: $39,342
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives. The only additions were the new professional developments and travel due to Community Schools Planning Grant.

Goal 2 Action 3
Budgeted: $303,752
Actual:$309,882
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation:

Goal 2 Action 5
Budgeted: $967,152
Actual:$973,702
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Goal 2: Action 1: All steps of action 1 were effective.

Goal 2: Action 2: All steps of action 2 were effective.

Goal 2: Action 3: All steps of action 3 were effective.

Goal 2: Action 4: All steps of action 4 were effective.

Goal 2: Action 5: All steps of action 5 were effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 2 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 5 we would like to keep the goal and actions the same for the future year.

All actions in goal 2 were effective and helped us meet our goal 2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 27% | 2021-22: (As of 5/13/22) 23% | 2022-23: (As of 5/12/23) 23% | 2023-24: (As of 5/20/24) 22% | 2023-24: 20% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 100% | 100% | 100% | 100% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3:

Action 1: College and Career Week Event - University Showcase
We successfully hosted our College and Career Week event, the University Showcase. Nearly 20 guest speakers participated, including representatives from colleges, the navy, various occupational and trade school programs, and businesses. Students also presented on different career pathways.

Action 2: Participation in STEAM Activities
Our students engaged in numerous STEAM activities, including the San Diego STEAM Expo, Sa Diego Festival of Science and Engineering.

Action 3: Digital Literacy and Citizenship Programs
We provided digital literacy and citizenship programs, utilizing primarily free resources to educate our students on responsible and effective technology use. Also we added financial literacy as a Saturday School and Summer class for our students.

Action 4: Access to Physical Education and Fitness Resources
We ensured that our students had access to resources for physical education, physical activities, and fitness, promoting a healthy and active lifestyle.

Action 5: Additional Programs for a Well-Rounded Education
We continued to offer additional programs and activities that support a well-rounded education. These efforts resulted in our students and school receiving numerous awards and recognitions including but not limited to California Distinguished School Recognition.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 3 Action 2
Budgeted: $1
Actual: $1.06
Explanation:

Goal 3 Action 3
Budgeted: $848
Actual: $848
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $223,024
Actual: $225,074
Explanation: The projected expenses are around $2k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 4 is not significant as it is less than 10% of the budgeted amount.

Goal 3 Action 5
Budgeted: $390,777
Actual: $402,991
Explanation: The projected expenses are around $12k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3: Action 1: All steps of action 1 were effective.

Goal 3: Action 2: All steps of action 2 were effective.

Goal 3: Action 3: All steps of action 3 were effective.

Goal 3: Action 4: All steps of action 4 were effective.

Goal 3: Action 5: All steps of action 5 were effective.

All actions in goal 3 were effective and helped us meet our goal 3.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 3 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 5 we would like to keep the goal and actions the same for the future year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 1 | 2021-22: (As of 5/13/22) 3 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 2 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 0 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 28 | 2021-22: (As of 5/13/22) 17 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 19 | 2021-22: (As of 5/13/22) 12 | 2022-23: (As of 5/12/23) 20 | 2023-24: (As of 5/20/24) 25 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 5.1% | 2021-22: (As of 5/13/22) 8% | 2022-23: (As of 5/12/23) 13.1% | 2023-24: (As of 5/20/24) 2.9% | 2023-24: 15.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 98.22% | 2021-22: (P-2 ADA) 93% | 2022-23: (P-2 ADA) 92.80% | 2023-24: (P-2 ADA) 93.98% | 2023-24: 97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 3.4% | 2021-22: (As of 5/13/22) 23.4% | 2021-22: (2022 Dashboard) 24.7% <br><br> 2022-23: (As of 5/12/23) 24.6% | 2022-23: (2023 Dashboard) 21.6% <br><br> 2023-24: (As of 5/31/24) 18.5% | 2022-23: (2023 Dashboard) 6.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) 0.0% | 2021-22: (As of 5/13/22) 0% | 2022-23: (As of 5/12/23) 0% | 2023-24: (As of 6/3/24) 0.00% | 2023-24: 0.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 3% | 2021-22: (2022 Dashboard) 3.4% | 2022-23: (2023 Dashboard) 2.5% | 2022-23: (2023 Dashboard) 1.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2022-23: (As of 5/12/23) 2.2% | 2023-24: (As of 5/31/24) 2.2% | |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (CDE DataQuest) 0.23%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 94.7% Families: 67.9% Staff: 100.0% | 2021-22: Students: 92.8% Families: 71.1% Staff: 100% | 2022-23: Students: 95.7% Families: 66.6% Staff: 96.9% | 2023-24: Students: 94.1% Families: 65.0% Staff: 100.0% | 2023-24: Students: 90.0% Families: 67.0% Staff: 90.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 76% Families: 97% Staff: 95% | 2021-22: Students:66% Families: 96% Staff: 95% | 2022-23: Students: 67% Families: 95% Staff: 86% | 2023-24: Students: 68.0% Families: 96.0% Staff: 88.0% | 2023-24: Students: 74% Families: 85% Staff: 85% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 85% | 2021-22: (Spring 2021 to Fall 2021) 87.46% | 2022-23: (Spring 2022 to Fall 2022) 91% | 2023-24: (Spring 2023 to Fall 2023) 88.57% | 2023-24: (Spring 2023 to Fall 2023) 85% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4:

Action 1: Family Participation in Decision-Making
We continued to provide opportunities for families to be part of the decision-making process. Although we did not hold ELAC meetings due to the limited number of EL students, we successfully engaged EL parents and students through other parent and educational partner meetings. The only measurable outcome that we have not met is the Home visit goal. Although this is an area that we want to increase to go back to our historical 15% goal, we offered many on site opportunities for parents to engage with the teachers and staff such as Student Led Conferences, parent workshops, school community events ,etc...

Action 2: Hosting School Events In-Person
We hosted all school events in person, providing opportunities for families to participate as planned, ensuring active engagement and community involvement.

Action 3: PBIS and SEL Support and Resources
We provided Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) resources and support as planned, fostering a positive school climate and student well-being.

Action 4: Educational Partner Surveys
All our educational partners participated in the educational partner survey. We met our participation goal and shared the survey outcomes with our educational partners and the community.

Action 5: Establishing Partnerships
We continued to establish community, business, institutional, and civic partnerships that invest in and support the vision and goals of the school

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 4 Action 2
Budgeted: $196,187
Actual: $196,187
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3
Budgeted: $255,541
Actual: $264,666
Explanation: The projected expenses are around $11k more than the budgeted amount. However, the discrepancy for this action Goal 4 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 4 Action 4
Budgeted: $2,120
Actual: $2,120
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5
Budgeted: $124,074
Actual: $138,574
Explanation: The projected expenses are around $14k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4: Action 1: All steps of action 1 were effective.

Goal 4: Action 2: All steps of action 2 were effective.

Goal 4: Action 3: All steps of action 3 were effective.

Goal 4: Action 4: All steps of action 4 were effective.

Goal 4: Action 5: All steps of action 5 were effective.

All actions in goal 4 were effective and helped us meet our goal 4.

| A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. |
|---|
| For Goal 4 Action 1 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 2 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 3 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 4 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 5 we would like to keep the goal and actions the same for the future year. |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy San Diego | Gokhan Serce<br>Regional Director and Principal | gserce@magnoliapublicschools.org<br>(619) 644-1300 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 450 students in grades 6–8, with class sizes averaging 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego is recognized as a California Distinguished School in both 2021 and 2024, reflecting its commitment to excellence in education. Additionally, the school has been awarded the California PBIS Platinum Award, highlighting its effective implementation of Positive Behavioral Interventions and Supports.

MSA-San Diego offers a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and more. We provide a comprehensive learning experience designed to meet the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring.

Classroom instruction at MSA-San Diego is supplemented by tutoring and after-school programs. Starting in the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since then, MSA-San Diego's Robotics, SeaPerch, and Archery teams, as well as the School Band, have won first place in multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to our students.

Magnolia Science Academy San Diego
Address: 6525 Estrella Ave., San Diego, CA, 92120

Phone: 619-644-1300
Email: gserce@magnoliapublicschools.org

MISSION
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

VISION
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Recognition and Awards:

California Distinguished School: Recognized by the CDE in 2021 and again in 2024.
Platinum CA PBIS Status: Achieved the highest recognition.
FIA Rating: Received the highest rating (3 out of 3) for Behavior/SE Support.

State Testing Performance: MSA-San Diego's overall performance in the latest California School Dashboard is green in Math and ELA.

Staff and Student Survey Results:

81% Student Favorable Rate in KelvinEd Survey for Safety & Connection and Resources for Coping.
94% Staff Favorable Rate in KelvinEd Survey for Safety & Connection.
100% Staff Favorable Rate in KelvinEd for prioritizing a sense of belonging.
95% Staff Favorable Rate in KelvinEd for a collaborative work culture.

Academic and Extracurricular Programs:

Financial Literacy classes offered to students.
High participation in ANA Survey with 91% parent favorable rate on providing a variety of high-quality programs after school.
SBAC Continued Growth: Significant growth for Students with Disabilities (SWD) in Math & ELA.
33% RFEP rate for English Learners (ELs).
AMC 8 Math Competition: Bronze Medalist.
MSA-San Diego outperformed all charter middle schools in San Diego and all middle schools in the Navajo community.

Community and Parent Engagement:

10 parent workshops on SEL and character education.
Monthly community meetings.
High participation in student-led parent-teacher conferences.
Hosted 14 presenters at the College and Career Day and 6 schools represented at the High School Fair.
Established a student leadership committee, MSA Wizards Council.
Initiated the process of establishing a Community Hub.
Hosted a Community Resource Fair with 10 organizations.
Significant increase in parent participation for school events.

Professional Development:

Implementation of Restorative Practices to improve school culture.
Professional developments for staff and teacher leaders.
MTSS training for all admin team and teacher leaders through multiple PDs with Anthony Ceja and Earnie Mendes.

Student Opportunities and Achievements:

Field trips to the library, Junior Achievement Center, USS Midway.
High participation in Khan Night with the Math Department.
MSA-San Diego's Seaperch underwater robotics team won multiple trophies at the regional competition.

Vex Robotics team won 2nd place in the MPS STEAM Expo.
Archery team won the San Diego and State championship; boys team placed 2nd in Nationals at the Olympic Archery in Middle Schools competitions.
Participation in the San Diego Festival of Science and Engineering with over 80 students, attracting over 5,000 visitors to Magnolia booths.
Hosted, organized, or participated in over 25 school and community events throughout the school year.
Hosted daily Live Donuts in The Morning announcements via YouTube to bring the community together during advisory class.

Community School Planning Grant:

Enabled hosting more community events and adding a community hub.
Facilitated more field trip experiences for students.


CHALLENGES

Academic Achievement:

Improve academic performance in Math for students with disabilities on the CAASPP.
Enhance ELA proficiency and growth on SBAC for English Learners (ELs).

Teacher Recruitment and Retention:

Address the challenge of recruiting and retaining highly qualified teachers.

Intervention Programs:

Continually refine intervention programs to close the achievement gap for all student groups.
Establish a stronger and more structured tier two system for interventions.

Student Voice and Feedback:

Improve the meeting cycles between the Wizard Council and school leadership to gather student feedback more frequently.

Chronic Absenteeism:

Address the high rate of chronic absenteeism among African American students, which has made MSA-San Diego eligible for ATSI.

Support for English Learners:

Based on dashboard data, ELs are the lowest performing group, indicated by orange color in both Math and ELA. Although the reclassification rate is high, there is a need to enhance support for ELs.

Parent and Community Engagement:

Increase engagement and autonomy of the Parent Advisory Committee (PAC).
Serve more families through the resource fair.
Boost participation in parent workshops.
Formalize a systemic approach to implementing the Community Schools Model.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | At MSA-San Diego, we understand that active parent engagement is crucial for student success and school improvement. Our approach to engaging parents is multi-faceted and inclusive, ensuring that their voices are heard and their feedback is valued. Here's how we engage parents in the development process of the Local Control and Accountability Plan (LCAP): <br><br> Regular Meetings <br> We hold eight Parent Task Force (PTF) meetings annually to discuss various school matters, gather input, and involve parents in decision-making processes. Additionally, we conduct seven Parent Advisory Council (PAC) meetings throughout the year, specifically focusing on the LCAP and school improvement plans. These meetings provide a platform for parents to share their insights and collaborate on school initiatives. <br><br> Surveys <br> To gather comprehensive feedback, we conduct parent surveys that include questions about their experiences and perceptions of the school. These surveys cover topics such as safety, school connectedness, culture, and climate. The high participation rate in these surveys provides valuable insights that inform our school improvement strategies and LCAP development. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | **Home Visits**<br>Our staff has conducted over 10 in-person and virtual home visits to engage parents directly in their homes. These visits offer an opportunity to discuss their child's progress, gather feedback, and address any concerns they may have. This personalized approach ensures that we understand the unique needs of each family and incorporate their input into the LCAP.<br><br>**School Events and Activities**<br>We organize at least 25 parent activities and workshops throughout the year, covering a range of topics including social-emotional learning (SEL), character education, and academic support. Additionally, we host a Community Resource Fair to connect parents with various community organizations and resources, further supporting their involvement and engagement.<br><br>**Communication Channels**<br>Regular newsletters and updates are sent to parents to keep them informed about school events, important dates, and ongoing initiatives. We also use various digital platforms, including email, social media, and our school website, to communicate with parents and gather their feedback. These channels ensure that parents are always up-to-date and can easily share their thoughts and concerns.<br><br>**Advisory Roles**<br>Parents on the PTF and PAC also serve as our parent advisory committee for the LCAP. This involvement ensures that parent feedback is directly integrated into the development and review of the LCAP. By having parents in these advisory roles, we ensure that their perspectives are considered in our planning process, leading to more effective and inclusive school policies.<br><br>By engaging parents through these multiple channels, MSA-San Diego fosters a collaborative environment where parents feel valued and involved in their child's education. This comprehensive approach ensures that we receive diverse perspectives and maintain strong partnerships with our parent community, ultimately enhancing the educational experience for all students. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | |
| Students | At MSA-San Diego, student involvement in the development of the Local Control and Accountability Plan (LCAP) is a fundamental priority. We believe that incorporating student perspectives is essential for creating a supportive and effective learning environment. Our comprehensive approach ensures that students' voices are heard and their feedback is integrated into our planning process. Here's how we engage students in the LCAP development process:<br><br>Student Leadership and Voice<br>The MSA Wizards Council, our student leadership committee, is central to our LCAP development efforts. This council meets regularly with school leadership to discuss various aspects of the school's performance and gather input on LCAP priorities. We are committed to improving the frequency and structure of these meetings to ensure that student feedback is continuously gathered and addressed.<br><br>Surveys<br>We conduct comprehensive student experience surveys that include specific questions about safety, school connectedness, culture, and climate. The insights from these surveys are crucial for identifying areas of improvement and setting priorities for the LCAP. The high participation rate in these surveys ensures that we capture a wide range of student perspectives.<br><br>Direct Communication<br>Classroom discussions and advisory sessions provide regular platforms for students to express their thoughts and suggestions regarding school improvement. Teachers facilitate these sessions to ensure that all students have the opportunity to contribute their ideas. Additionally, our daily "Live Donuts in the Morning" YouTube announcements keep students informed about LCAP-related activities and gather their feedback on ongoing initiatives.<br><br>Student-Led Events and Activities |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Student-led events, such as the High School Fair and parent-teacher conferences, offer opportunities for students to showcase their achievements and provide feedback on school programs and initiatives. These events also serve as forums for students to discuss their needs and expectations directly with school staff and administrators.<br><br>Recognition and Incentives<br>Our Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, recognizes students for positive behavior and adherence to The WIZARD Way. This system encourages students to engage in discussions about school improvement and provides a framework for rewarding constructive feedback and suggestions.<br><br>Integration of Feedback<br>Feedback gathered from the Wizards Council, student surveys, and classroom discussions is systematically reviewed and integrated into the LCAP. This ensures that student perspectives are considered in our planning process, leading to a more inclusive and effective LCAP.<br><br>By actively involving students in the LCAP development process, MSA-San Diego ensures that their voices are heard and their needs are met. This comprehensive approach not only enhances the learning experience but also fosters a sense of ownership and responsibility among students, contributing to a positive and inclusive school culture. |
| Teachers and staff | At MSA-San Diego, engaging teachers and staff in the development of the Local Control and Accountability Plan (LCAP) is essential for creating a supportive and effective learning environment. Our approach ensures that their expertise and insights are integral to our school improvement strategies. Here's how we engage teachers and staff in the LCAP development process:<br><br>Regular Meetings and Professional Development<br>We conduct weekly staff meetings to provide continuous opportunities for teachers and staff to discuss school matters, share their insights, |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | and contribute to the decision-making process. These meetings serve as a platform for open dialogue, allowing staff to voice their opinions on school policies and practices.<br><br>In addition, we provide extensive professional development sessions focused on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions are not only aimed at enhancing staff skills but also at gathering feedback on the implementation and effectiveness of these programs, which is then integrated into the LCAP.<br><br>Surveys<br>Comprehensive surveys are conducted to gather feedback from teachers and staff on various aspects of the school environment, including safety, connectedness, culture, and climate. These surveys provide valuable data that informs our school improvement strategies and LCAP priorities. The high participation rate in these surveys ensures that a wide range of perspectives is considered.<br><br>Direct Communication and Advisory Roles<br>Teachers and staff have direct communication channels with school leadership through regular check-ins, staff meetings, and advisory roles. Key staff members are involved in advisory committees that contribute to the development and review of the LCAP. Their feedback is crucial for understanding the on-ground realities and for making informed decisions. Additionally, staff and teachers are represented in the Parent Advisory Council (PAC), ensuring that their perspectives are included in the LCAP discussions and development.<br><br>Recognition and Incentives<br>We use the Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, to recognize staff who demonstrate outstanding commitment to The WIZARD Way. This system encourages staff to engage in school improvement discussions and provides a framework for acknowledging their contributions to the LCAP development process.<br><br>Collaborative Work Culture |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | We have established a collaborative work culture where teachers and staff are encouraged to share their ideas and collaborate on school improvement initiatives. This culture is reinforced through team-building activities, professional learning communities, and collaborative planning sessions. The favorable staff survey results on collaboration reflect the effectiveness of this approach.<br><br>Feedback Integration<br>Feedback gathered from surveys, meetings, professional development sessions, and direct communication is systematically reviewed and integrated into the LCAP. This ensures that the insights and expertise of teachers and staff are central to our planning process, leading to more effective and comprehensive school policies.<br><br>By engaging teachers and staff through these multiple channels, MSA-San Diego fosters a collaborative and inclusive environment where their voices are valued. This comprehensive approach not only enhances the learning experience for students but also ensures that our school improvement strategies are informed by those who are directly involved in the educational process. |
| School administrators | At MSA-San Diego, school administrators play a pivotal role in the development of the Local Control and Accountability Plan (LCAP). Their leadership, strategic insights, and direct involvement are crucial for the success of our school improvement initiatives. Here's how we engage school administrators in the LCAP development process:<br><br>Strategic Leadership Meetings<br>We hold regular strategic leadership meetings that include all school administrators. These meetings are designed to review school performance data, discuss priorities, and develop actionable plans for school improvement. Administrators bring their unique perspectives and expertise to these discussions, ensuring that the LCAP is comprehensive and aligned with the school's goals.<br><br>Data-Driven Decision Making |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | School administrators are integral to the data collection and analysis process. They review performance metrics from the SBAC (Smarter Balanced Assessment Consortium), IAB (Interim Assessment Blocks), and NWEA (Northwest Evaluation Association) for Fall, Winter, and Spring. Additionally, they analyze feedback from the Kelvin pulse check SEL survey and comprehensive Panorama surveys, which include data on school climate, safety, connectedness, and overall satisfaction from students, parents, and staff. This data-driven approach allows administrators to identify key areas of need and develop targeted strategies for inclusion in the LCAP. Their role in interpreting this data ensures that the LCAP is grounded in evidence and focused on measurable outcomes.<br><br>Professional Development and Training<br>Administrators participate in professional development sessions that focus on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions not only enhance their skills but also provide a forum for discussing best practices and integrating new strategies into the LCAP. By staying informed about the latest educational trends and techniques, administrators can make well-informed contributions to the LCAP.<br><br>Collaborative Planning Sessions<br>We organize collaborative planning sessions where administrators work closely with teachers, staff, and other stakeholders to develop and refine the LCAP. These sessions foster a team-based approach, allowing administrators to facilitate discussions, mediate differing viewpoints, and ensure that the final plan reflects the collective vision of the school community.<br><br>Direct Communication and Feedback Channels<br>Administrators maintain open lines of communication with all members of the school community, including students, parents, teachers, and staff. Regular check-ins and feedback sessions allow them to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of all |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | stakeholders and that administrators can promptly incorporate feedback into the planning process.<br><br>Representation in Advisory Committees<br>School administrators are actively involved in advisory committees, including the Parent Advisory Council (PAC). Administrators attend all PAC meetings as non-members to address questions, present updates, and gather feedback. This involvement ensures that the administrative perspective is represented in discussions about the LCAP and allows them to advocate for necessary resources, support structures, and policy changes that benefit the entire school community.<br><br>Integration of Feedback and Continuous Improvement<br>The feedback gathered from various stakeholders, including teachers, staff, parents, and students, is systematically reviewed and integrated into the LCAP. Administrators play a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development.<br><br>By engaging school administrators through these structured and collaborative processes, MSA-San Diego ensures that their leadership and insights are central to the development of the LCAP. This comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community. |
| SELPA | At MSA-San Diego, engaging the Special Education Local Plan Area (SELPA) in the development of the Local Control and Accountability Plan (LCAP) is essential to ensure that the needs of students with disabilities are effectively addressed. Our collaborative approach ensures that SELPA's expertise and insights are integral to our school improvement strategies. Here's how we engage SELPA in the LCAP development process: |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | **Regular Consultative Meetings**<br>We hold regular consultative meetings with SELPA representatives. These meetings are designed to review and discuss the needs of students with disabilities, evaluate current support structures, and identify areas for improvement. SELPA's specialized knowledge and experience provide valuable insights that inform our LCAP priorities and strategies.<br><br>**Professional Development and Training**<br>We collaborate with SELPA to provide professional development sessions focused on best practices in special education, the Multi-Tiered System of Support (MTSS), and social-emotional learning (SEL). These sessions are aimed at enhancing the skills of our staff and ensuring that the needs of students with disabilities are met effectively. SELPA's involvement in these sessions ensures that our training programs are comprehensive and aligned with the latest educational standards and practices.<br><br>**Direct Communication and Feedback Channels**<br>SELPA maintains open lines of communication with school leadership and staff. Regular check-ins and feedback sessions allow SELPA representatives to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of students with disabilities and that SELPA can promptly incorporate feedback into the planning process.<br><br>**Integration of Feedback and Continuous Improvement**<br>The feedback gathered from various stakeholders, including SELPA representatives, is systematically reviewed and integrated into the LCAP. SELPA plays a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development.<br><br>By engaging SELPA through these structured and collaborative processes, MSA-San Diego ensures that the needs of students with disabilities are effectively addressed in the LCAP. This |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) at MSA-San Diego was significantly influenced by the comprehensive feedback provided by our educational partners, including parents, students, teachers, staff, administrators, and SELPA representatives. Regular meetings, surveys, home visits, and collaborative planning sessions ensured diverse perspectives were considered. Insights from parent and student surveys, feedback from Parent Advisory Council (PAC) meetings, and data analysis from assessments like SBAC, IAB, and NWEA were integral in identifying key areas of need. Professional development sessions and direct communications further informed our strategies, ensuring the plan addressed specific requirements such as enhanced support for students with disabilities and the implementation of effective intervention programs. This collaborative and data-driven approach led to a robust LCAP that reflects the collective vision and priorities of our school community, aiming to enhance student achievement and overall school improvement.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 89.7% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 75% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 97.2% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $35,970.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $442,634.64 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title II; Amount: $963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and | $1,141,416.94 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, refreshments and office supplies related to the Healthy and nutritious meals<br><br>The following expenditures will be funded by federal Title funds: N/A | $68,915.68 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $584,627.57 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 100% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 91% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 63.01%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 52.03% | | | 2025-26:<br>• All Students: >= 60.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 33.33%<br>• Asian: 64.1%<br>• Hispanic: 50.68%<br>• White: 73.95%<br>• Two or More Races: 75.00%<br>• African American: 43.33% | | | Disadvantaged: >= 50.00%<br>• Students with Disabilities: >= 35.00%<br>• Two or More Races: >= 60.00%<br>• Asian: >= 60.00%<br>• Hispanic: >= 50.00%<br>• White: >= 60.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 27.2 points above standard<br>• English Learners: 44.4 points below standard<br>• Socioeconomically Disadvantaged: 1.3 points below standard | | | 2025-26: (2026 Dashboard)<br>• All Students: 28.0 points above standard<br>• English Learners: 35.0 points below standard<br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | <ul><li>Students with Disabilities: 39.1 points below standard</li><li>Two or More Race: 33.0 points above standard</li><li>African American: 15.8 points below standard</li><li>Asian: 41.9 points above standard</li><li>Hispanic: 4.1 points above standard</li><li>White: 48.3 points above standard</li></ul> | | | Disadvantaged: 2.0 points above standard<ul><li>Students with Disabilities: 30.0 points below standard</li><li>Two or More Races: 34.0 points above standard</li><li>African American: 6.0 points below standard</li><li>Asian: 43.0 points above standard</li><li>Hispanic: 8.0 points above standard</li><li>White: 49.0 points</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | above standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 55.7%<br>• English Learners: 43.8%<br>• Socioeconomically Disadvantaged: 54.6%<br>• Students with Disabilities: 53.4%<br>• Hispanic: 62.0%<br>• White: 56.6% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• African American: >= 50%<br>• Asian: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.07 (CGP: 53rd percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | • English Learners: CGI: 0.26 (CGP: 60th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.04 (CGP: 52nd percentile)<br>• Students with Disabilities: CGI: 0.55 (CGP: 71st percentile)<br>• African American: CGI: -0.79 (CGP: 22nd percentile)<br>• Hispanic: CGI: 0.37 (CGP: 65th percentile)<br>• White: CGI: 0.16 (CGP: 56th percentile) | | | percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• African American: CGI >= 0 (CGP >= 50th percentile)<br>• Asian: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) <ul><li>Hispanic: CGI >= 0 (CGP >= 50th percentile )</li><li>White: CGI >= 0 (CGP >= 50th percentile )</li></ul> | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<ul><li>All Students: 54.65%</li><li>English Learners: 5.88%</li><li>Socioeconomically Disadvantaged: 41.22%</li><li>Students with Disabilities: 34.67%</li><li>Two or More Races: 60.41%</li><li>African American: 26.66%</li><li>Asian: 71.8%</li><li>Hispanic: 40.45%</li></ul> | | | 2025-26:<ul><li>All Students: >= 55.00%</li><li>English Learners: >= 10.00%</li><li>Socioeconomically Disadvantaged: >= 44.00%</li><li>Students with Disabilities: >= 36.00%</li><li>Two or More Races:</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • White: 67.6% | | | >= 55.00%<br>• African American: >= 30.00%<br>• Asian: >= 60.00%<br>• Hispanic: >= 44.00%<br>• White: >= 60.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 8.5 points above standard<br>• English Learners: 60.2 points below standard<br>• Socioeconomically Disadvantaged: 27.0 points below standard<br>• Students with Disabilities: 56.5 points below standard<br>• Two or More Races: 14 | | | 2025-26: (2026 Dashboard)<br>• All Students: 10.0 points above standard<br>• English Learners: 51.0 points below standard<br>• Socioeconomically Disadvantaged: 18.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | points above standard<br>• African American: 41.7 points below standard<br>• Asian: 34.5 points above standard<br>• Hispanic: 22.8 points below standard<br>• White: 35.9 points above standard | | | • Students with Disabilities: 47.0 points below standard<br>• Two or More Races: 15.0 points above standard<br>• African American: 32.0 points below standard<br>• Asian: 35.0 points above standard<br>• Hispanic: 13.0 points below standard<br>• White: 36.0 points above standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 67.3%<br>• English Learners: 70.6%<br>• Socioeconomically Disadvantaged: 65.2%<br>• Students with Disabilities: 67.1%<br>• Hispanic: 58.3%<br>• White: 73.2% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• African American: >= 50%<br>• Asian: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.11 (CGP: 87th percentile)<br>• English Learners: CGI: 2.37 (CGP: | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | norms (Source: NWEA MAP) | 99th percentile)<br>• Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile)<br>• Students with Disabilities: CGI: 1.50 (CGP: 93rd percentile)<br>• African American: CGI: 1.22 (CGP: 89th percentile)<br>• Hispanic: CGI: 0.50 (CGP: 69th percentile)<br>• White: CGI: 1.54 (CGP: 94th percentile) | | | • English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• African American: CGI >= 0 (CGP >= 50th percentile)<br>• Asian: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: CGI >= 0 (CGP >= 50th percentile) <br> • White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 73.1% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 35.5% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 52.52% <br> • English Learners: 0.00% <br> • Socioeconomic ally | | | 2025-26: <br> • All Students: >= 50.00% <br> • English Learners: >= 5.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Disadvantaged: 44.23%<br>• Students with Disabilities: 24.19%<br>• Two or More Races: 46.16%<br>• African American: *<br>• Asian: 63.63%<br>• Hispanic: 46.42%<br>• White: 58.70% | | | • Socioeconomically Disadvantaged: >= 45.00%<br>• Students with Disabilities: >= 27.00%<br>• Two or More Races: >= 45.00%<br>• Asian: >= 60.00%<br>• Hispanic: >= 45.00%<br>• White: >= 55.00% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• Teacher salary and benefits: Resource: Title I; Amount: $17,640.13 | $1,616,730.71 | No |
| 2.2 | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that | $60,342.90 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional development expenses: Resource: Title II; Amount: $11,621.84 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study | $327,979.99 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software:: Resource: 4127 Title IV, Part A ESEA (ESSA); Amount: $3,370.8<br>• Title I: 4340 Educational Software: $31,350.84 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A |  |  |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: | $941,370.12 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Instructional Aide Salary and Benefits: Title I ; Amount: $12,312.66 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 22% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 97% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 98% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1.06 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $848 | $848.00 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School | $232,371.49 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds: Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $742 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. | $449,313.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A |  |  |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 0 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 25 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 2.9% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.98% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 21.6% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 2.5% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.9 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.10 | School experience survey "participation rates" by students, | 2023-24: Students: 94.1% Families: 65.0% | | | 2026-27: Students: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | families, and staff (Source: Local Indicator Priority 6, Panorama Education) | Staff: 100.0% | | | Families: >= 75.0%<br>Staff: >= 95.0% | |
| 4.11 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 68.0%<br>Families: 96.0%<br>Staff: 88.0% | | | 2026-27:<br>Students: >= 65%<br>Families: >= 95%<br>Staff: >= 80% | |
| 4.12 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 82%<br>Families: 95%<br>Staff: 97% | | | 2026-27:<br>Students: >= 75%<br>Families: >= 95%<br>Staff: >= 85% | |
| 4.13 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023)<br>88.57% | | | 2026-27: (Spring 2026 to Fall 2026)<br>>= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families | $204,005.62 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• Stipends for home visits and Professional Services: Resource: Title I, Part A; Amount: $6,207.31 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student | $305,877.54 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy San Diego

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software for MTSS : Resource: Title IV, Part A; Amount: $5,300<br>• Instructional Supplies: Resource: Title I; Amount: $2,104.1 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback | $2,120.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services paid with Title I: $2,120 | | |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $271,620.19 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$319,498 | $47,925 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 6.927% | 0.000% | $0.00 | 6.927% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>    LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| 2.2 | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>　LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>   LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | <ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs<br><br>**Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| **3.3** | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br>  LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| **3.4** | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>- School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>- School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making<br><br>**Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>　LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | 　better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>- Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)<br>- Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>- Average Daily Attendance (ADA) Rate (Source: SIS)<br>- Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- Middle School Dropout Rate (Source: CALPADS)<br>- High School Dropout Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS) <br>• Graduation Rate (Source: CALPADS, CA School Dashboard) <br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS) <br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS) <br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.3 | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | electives (Source: SIS)<br><br>Goal 4:<br><ul><li>Average Daily Attendance (ADA) Rate (Source: SIS)</li><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>Middle School Dropout Rate (Source: CALPADS)</li><li>Student Suspension Rate (Source: CA School Dashboard, CALPADS)</li><li>Student Expulsion Rate (Source: CDE DataQuest, CALPADS)</li><li>School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | |
| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | are so we can continue to provide our students with the best quality education.<br><br>**Scope:**<br>  LEA-wide | current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>　LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA San Diego will utilize the concentration grant add-on funds ($47,925) in the following manner:

MSA San Diego is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $4,612,673 | $319,498 | 6.927% | 0.000% | 6.927% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,535,654.08 | $1,827,588.61 | $31,800.00 | $291,377.76 | $6,686,420.45 | $3,855,924.58 | $2,830,495.87 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $35,970.00 | $35,970.00 | | | | $35,970.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $139,945.74 | $302,688.90 | $334,671.10 | $107,000.00 | | $963.54 | $442,634.64 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $30,325.54 | $1,111,091.40 | $1,141,416.94 | | | | $1,141,416.94 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $39,355.68 | $29,560.00 | $68,915.68 | | | | $68,915.68 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $584,627.57 | $573,371.43 | $11,256.14 | | | $584,627.57 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,566,730.71 | $50,000.00 | $1,273,115.80 | $325,974.78 | | $17,640.13 | $1,616,730.71 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $60,342.90 | $23,481.06 | $4,240.00 | | $32,621.84 | $60,342.90 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $269,811.58 | $58,168.41 | $162,692.05 | $130,566.30 | | $34,721.64 | $327,979.99 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $727,154.02 | $214,216.10 | $186,683.50 | $742,373.96 | | $12,312.66 | $941,370.12 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1.06 | $1.06 | | | | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $848.00 | | | | $848.00 | $848.00 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $214,721.49 | $17,650.00 | $231,629.49 | | | $742.00 | $232,371.49 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $248,436.23 | $200,876.77 | $67,463.32 | $350,049.68 | $31,800.00 | | $449,313.00 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $109,414.06 | $94,591.56 | $123,798.31 | | | $80,207.31 | $204,005.62 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $279,409.34 | $26,468.20 | $271,169.34 | $27,304.10 | | $7,404.10 | $305,877.54 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,120.00 | | | | $2,120.00 | $2,120.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $230,620.19 | $41,000.00 | $41,000.00 | $128,823.65 | | $101,796.54 | $271,620.19 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $4,612,673 | $319,498 | 6.927% | 0.000% | 6.927% | $990,425.31 | 0.000% | 21.472 % | **Total:** | $990,425.31 |
| | | | | | | | | **LEA-wide Total:** | $990,425.31 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $68,915.68 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $23,481.06 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $162,692.05 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $0.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $231,629.49 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $67,463.32 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $123,798.31 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $271,169.34 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $41,000.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $6,279,412.00 | $6,414,750.36 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Teacher assignments and credentials | No | $25,970 | $35,970.00 |
| **1** | **1.2** | Instructional materials and technology | No | $462,340 | $462,339.75 |
| **1** | **1.3** | Clean and safe facilities that support learning | No | $1,098,342 | $1,188,916.94 |
| **1** | **1.4** | Healthy and nutritious meals | Yes | $59,377 | $54,526.56 |
| **1** | **1.5** | Well-orchestrated Home Office support services | No | $583,763 | $584,627.85 |
| **2** | **2.1** | Broad course of study and standards-based curriculum | No | $1,556,496 | $1,534,977.75 |
| **2** | **2.2** | Professional development for high-quality instruction | Yes | $29,643 | $39,342.90 |
| **2** | **2.3** | MTSS - Academic enrichment, intervention, and student support | Yes | $303,753 | $309,882.67 |
| **2** | **2.4** | Designated and integrated ELD programs | Yes | | |
| **2** | **2.5** | Support for students with disabilities | No | $967,153 | $973,702.64 |
| **3** | **3.1** | College/Career readiness programs and activities | Yes | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1 | $1.06 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $848 | $848.00 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $223,025 | $225,074.60 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $390,777 | $402,991.23 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $196,187 | $196,187.30 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $255,542 | $264,666.52 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,120 | $2,120.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $124,075 | $138,574.59 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $322,450 | $806,290.42 | $869,584.28 | ($63,293.86) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $27,560.00 | $54,526.55 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $13,781.06 | $23,481.06 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $291,615.95 | $144,594.72 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.06 | $1.06 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $217,282.60 | $224,332.59 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $12,190.00 | $31,710 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $163,202.39 | $119,979.98 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $52,037.36 | $229,958.32 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,120.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $26,500.00 | $41,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $3,912,547 | $322,450 | 0.000% | 8.241% | $869,584.28 | 0.000% | 22.226% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

- o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# Coversheet

## Public Hearing for 2024-25 Adopted Budgets for All MPS

**Section:**          III. Information/Discussion Items
**Item:**             D. Public Hearing for 2024-25 Adopted Budgets for All MPS
**Purpose:**          Discuss
**Submitted by:**
**Related Material:** III_D_Public Hearing of the 2024-25 Adopted Budgets for all MPS.pdf

| Agenda Item: | III D: Information/Discussion Item |
|---|---|
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Steve Budhraja Ed.D, Chief Financial Officer |
| RE: | Public Hearing of the 2024-25 Adopted Budgets for all MPS Sites |

## *Action Proposed:*

No action for this item. This item is to hold a public hearing for the 2024-25 Adopted Budgets to inform the public.

## *Background:*

Per Section 42127 of the California Education Code, governing boards of each local education agency (LEA) are required to develop and approve an annual operating budget on or before July 1 of each school year. The Adopted Budget is part of ongoing reports that County superintendents and the State Superintendent of Public Instruction must examine in order to ensure that LEAs are able to meet their financial obligations throughout the fiscal year.

On June 17th, 2024 the MPS Finance Department will present the 2024-25 Adopted Budget for all school sites and the Home Office as part of the Public Hearing. Once the Public Hearing has closed and we have allowed for public comments, the next step will be formal approval of the 2024-25 Adopted Budget. Both the Public Hearing and Formal Adoption of the 2024-25 Adopted Budget will take place on the same date, June 17, 2024.

## *Budget Implications:*

All projected revenues, expenditures and fund balances have been incorporated into the 2024-25 Adopted Budget. The financial projections indicate that all schools and the Home Office are projecting balanced budget with surpluses for the 2024-25 school year.

## *Exhibits (Attachments):*

- 2024-25 Adopted Budget by MPS Site and Home Office data and PowerPoint presentations.

# 2024-25 JULY BUDGET

## JUNE 17, 2024 BOARD MEETING

# 2024-25 July Budget: State Economic Outlook

- The Governor released his May Revision to the proposed state budget. While the COLA is not low as originally forecasted, there are concerns on how the Governor plans to fund the budget.

- The May Revision proposed significant withdrawals from the Public School System Stabilization Account, which serves as the state's budget reserve for K-14 schools.

- Changes from the May Revise are anticipated, but the impact on July budgets is unknown.

- Cash deferrals are possible, deferring the June 2025 apportionments to July 2025.

- The May Revision places significant burden on spending Learning Recovery Emergency Block Grant after FY 2024-25, requiring need assessment and evidence-based expenditures.

- Although the May Revision fully funds the COLA and avoids cuts to ongoing education funding, MPS should remain aware of the state budget deficit for the 2024-25 fiscal year and monitor economic conditions closely.

# 2024-25 July Budget: Executive Summary

- Based on the May Revise assumptions as discussed in previous slide, here are the budget results:

  - **Average Daily Attendance of 3,572 which is an overall increase of 128 ADA from prior year**
  - **Revenues of $84.2 million, increase of $242k from 2023-24**
  - **Expenditures of $83.4 million, increase of $1.7m from 2023-24**
  - **Net operating surplus of $788k, down $1.6 million from 2023-24**

- MPS's overall cash position remains solid with a projected cash balance of $36.2 million as of June 30, 2025.

## 2024-25 JULY BUDGET - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 715 | 564 | 405 | 144 | 239 | 121 | 287 | 405 | 520 | 440 | | 3,840 |
| ADA% | 93.17% | 93.30% | 91.95% | 89.60% | 91.93% | 92.80% | 93.56% | 92.50% | 94.21% | 93.98% | | 93.03% |
| Attendance | 666.17 | 526.21 | 372.40 | 129.02 | 219.71 | 112.29 | 268.52 | 374.63 | 489.89 | 413.51 | | 3,572.35 |
| | | | | | | | | | | | | |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,562,288 | 8,230,431 | 5,345,869 | 2,137,405 | 3,501,133 | 1,622,980 | 4,026,884 | 5,284,077 | 7,484,380 | 4,612,673 | - | 52,808,120 |
| Federal Revenue | 569,861 | 452,891 | 281,591 | 158,248 | 341,709 | 171,272 | 315,432 | 332,619 | 468,130 | 536,465 | - | 3,628,219 |
| Other State Revenues | 3,491,135 | 2,333,407 | 1,410,983 | 256,479 | 1,019,714 | 570,405 | 1,536,985 | 1,522,405 | 2,488,332 | 1,538,327 | - | 16,168,172 |
| Other Local Revenues | 232,217 | 152,100 | 33,068 | 319,552 | 41,713 | 133,203 | 292,745 | 387,198 | 163,673 | 117,000 | 9,733,331 | 11,605,801 |
| **Total Revenue** | 14,855,501 | 11,168,830 | 7,071,510 | 2,871,684 | 4,904,270 | 2,497,861 | 6,172,046 | 7,526,299 | 10,604,515 | 6,804,465 | 9,733,331 | 84,210,311 |
| | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,697,177 | 3,232,134 | 2,833,238 | 1,179,753 | 1,716,356 | 898,270 | 1,776,472 | 2,790,550 | 3,543,002 | 2,342,421 | - | 25,009,373 |
| Classified Salaries | 1,893,935 | 1,188,255 | 796,855 | 234,875 | 683,818 | 275,738 | 928,555 | 956,971 | 1,436,080 | 521,694 | 5,850,544 | 14,767,321 |
| Benefits | 2,218,079 | 1,610,827 | 1,338,539 | 543,721 | 890,913 | 439,144 | 921,088 | 1,266,304 | 1,795,612 | 991,809 | 1,941,292 | 13,957,327 |
| Books and Supplies | 517,067 | 559,868 | 224,519 | 102,165 | 272,185 | 108,452 | 208,078 | 255,904 | 392,891 | 353,949 | 110,931 | 3,106,008 |
| Services and Operations | 5,121,981 | 4,425,360 | 1,749,570 | 726,288 | 1,257,457 | 748,890 | 2,264,396 | 2,168,848 | 2,182,376 | 2,423,814 | 1,766,945 | 24,835,924 |
| Depreciation / Cap Outlay | 244,043 | 51,482 | 39,329 | 10,910 | 24,179 | 2,838 | 45,363 | 54,940 | 634,404 | 49,553 | 515 | 1,157,557 |
| Other Outflows | 15,000 | - | - | - | - | - | - | - | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | 14,707,281 | 11,067,927 | 6,982,050 | 2,797,712 | 4,844,908 | 2,473,332 | 6,143,952 | 7,493,517 | 10,555,193 | 6,686,421 | 9,670,227 | 83,422,519 |
| | | | | | | | | | | | | |
| **Net Revenue** | 148,220 | 100,903 | 89,460 | 73,972 | 59,361 | 24,529 | 28,094 | 32,781 | 49,322 | 118,045 | 63,104 | 787,793 |
| | | | | | | | | | | | | |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Net Revenue | 148,220 | 100,903 | 89,460 | 73,972 | 59,361 | 24,529 | 28,094 | 32,781 | 49,322 | 118,045 | 63,104 | 787,793 |
| **Projected Ending Balance** | 12,741,216 | 6,475,317 | 3,463,131 | 1,401,305 | 5,621,191 | 2,874,786 | 3,400,765 | 8,045,330 | 9,255,556 | 1,682,899 | 3,034,053 | 57,995,550 |
| Ending Bal. as % of Exp.: | 86.6% | 58.5% | 49.6% | 50.1% | 116.0% | 116.2% | 55.4% | 107.4% | 87.7% | 25.2% | 31.4% | 69.5% |

All MSA campuses and Home Office are projecting a budget surplus for 2024-25 fiscal year, resulting in an increase of $788k in fund balance. These projections will be updated at the First Interim Budget and will reflect the final state budget.

## 2023-24 ESTIMATED ACTUALS - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 714 | 532 | 389 | 124 | 218 | 111 | 280 | 404 | 504 | 439 | | 3,715 |
| ADA% | 92.82% | 93.12% | 91.02% | 89.19% | 89.74% | 93.32% | 93.65% | 91.84% | 94.48% | 94.09% | | 92.72% |
| Attendance | 662.71 | 495.41 | 354.05 | 110.60 | 195.64 | 103.58 | 262.23 | 371.04 | 476.18 | 413.05 | | 3,444.49 |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,458,378 | 7,686,193 | 5,095,637 | 1,869,941 | 3,050,834 | 1,486,640 | 3,833,581 | 5,343,117 | 7,212,179 | 4,598,946 | - | 50,635,446 |
| Federal Revenue | 1,146,427 | 359,255 | 297,386 | 83,409 | 451,542 | 188,534 | 299,687 | 439,769 | 559,721 | 181,492 | - | 4,007,220 |
| Other State Revenues | 4,086,990 | 3,032,803 | 2,022,769 | 454,819 | 1,336,970 | 607,421 | 2,043,668 | 1,822,200 | 2,993,872 | 1,703,730 | - | 20,105,242 |
| Other Local Revenues | 328,217 | 171,716 | 26,068 | 294,863 | 29,713 | 118,428 | 273,519 | 371,619 | 151,673 | 85,000 | 7,369,537 | 9,220,354 |
| **Total Revenue** | 16,020,012 | 11,249,967 | 7,441,860 | 2,703,031 | 4,869,059 | 2,401,023 | 6,450,455 | 7,976,705 | 10,917,444 | 6,569,168 | 7,369,537 | 83,968,263 |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,181,460 | 2,893,448 | 2,631,200 | 1,158,051 | 1,636,979 | 797,356 | 1,733,733 | 2,623,200 | 3,554,901 | 2,128,224 | - | 23,338,552 |
| Classified Salaries | 1,647,793 | 1,066,472 | 754,197 | 208,726 | 567,890 | 247,184 | 801,890 | 838,292 | 1,172,707 | 430,679 | 4,698,233 | 12,434,063 |
| Benefits | 2,044,360 | 1,411,591 | 1,305,773 | 512,006 | 775,205 | 389,274 | 848,545 | 1,163,214 | 1,788,381 | 883,670 | 1,605,924 | 12,727,943 |
| Books and Supplies | 1,011,237 | 679,869 | 329,939 | 117,165 | 343,285 | 108,452 | 265,174 | 553,796 | 544,091 | 365,449 | 113,931 | 4,432,387 |
| Services and Operations | 5,243,810 | 4,453,948 | 2,205,238 | 796,519 | 1,222,071 | 841,962 | 2,622,060 | 2,201,027 | 2,808,519 | 2,540,465 | 1,543,045 | 26,478,665 |
| Depreciation / Cap Outlay | 289,141 | 12,484 | 95,959 | 32,104 | 65,241 | 15,470 | 65,478 | 189,508 | 799,249 | 62,314 | 515 | 1,627,463 |
| Other Outflows | 15,000 | - | - | - | - | - | - | - | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | 14,432,801 | 10,517,813 | 7,322,306 | 2,824,571 | 4,610,670 | 2,399,699 | 6,336,879 | 7,569,038 | 11,238,676 | 6,413,980 | 7,961,648 | 81,628,080 |
| **Net Revenue** | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 11,005,785 | 5,642,260 | 3,254,116 | 1,448,873 | 5,303,440 | 2,848,933 | 3,259,094 | 7,604,881 | 9,527,466 | 1,409,667 | 3,563,059 | 54,867,574 |
| Net Revenue | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| **Projected Ending Balance** | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Ending Bal. as % of Exp.: | 87.3% | 60.6% | 46.1% | 47.0% | 120.6% | 118.8% | 53.2% | 105.9% | 81.9% | 24.4% | 37.3% | 70.1% |

These estimated actuals are preliminary, and results may vary due to year-end expenditures. We will keep the Board informed of any new updates as we move through the year-end closing.

**2024** **Annual Budget**

| CONSOLIDATED | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
|---|---|---|---|
| Projected Average Daily Attendance: | 3,444 | 3,572 | 128 |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 50,635,446 | 52,808,120 | 2,172,674 |
| Federal Revenue | 4,007,220 | 3,628,219 | (379,002) |
| Other State Revenues | 20,105,242 | 16,168,172 | (3,937,071) |
| Other Local Revenues | 9,220,354 | 11,605,801 | 2,385,447 |
| **Total Revenue** | **83,968,263** | **84,210,311** | **242,049** |
| **Expenditures** | | | |
| Certificated Salaries | 23,338,552 | 25,009,373 | 1,670,822 |
| Classified Salaries | 12,434,063 | 14,767,321 | 2,333,259 |
| Benefits | 12,727,943 | 13,957,327 | 1,229,384 |
| Books and Supplies | 4,432,387 | 3,106,008 | (1,326,379) |
| Services and Operating Exp. | 26,478,665 | 24,835,924 | (1,642,740) |
| Depreciation & Cap Outlay | 1,627,463 | 1,157,557 | (469,906) |
| Other Outflows | 589,008 | 589,008 | (0) |
| **Total Expenditures** | **81,628,080** | **83,422,519** | **1,794,439** |
| **Net Revenues** | **2,340,183** | **787,793** | **(1,552,390)** |
| **Fund Balance** | | | |
| Beginning Balance (Audited) | 54,867,574 | 57,207,757 | |
| Net Revenues | 2,340,183 | 787,793 | |
| **Ending Fund Balance** | 57,207,757 | 57,995,550 | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 37,956,628 | 45.5% of Exp. |
| Restricted Balances (Est.) | | 2,926,051 | 3.5% of Exp. |
| Net Fixed Assets | | 17,112,870 | 20.5% of Exp. |
| **Ending Fund Balance** | | **57,995,550** | **69.5% of Exp.** |

This 2024-25 July Budget allows MPS to end this fiscal year with fund balance of $57.9m, which is 70% of annual expenditures and allows our organization to maintain a healthy reserve.

**Monthly Cash Flow 2024-25**

| All MPS | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BEGINNING CASH | 37,700,689 | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,672,118 | 2,672,118 | 2,672,118 | 2,672,118 | 1,803,203 | 29,147,242 |
| LCFF: EPA | - | - | 2,448,472 | - | - | 2,448,472 | - | - | 2,425,888 | 22,585 | 22,585 | 22,585 | 2,403,303 | 9,793,890 |
| LCFF: ILPT | - | 832,019 | 1,664,039 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | 13,866,988 |
| Federal Revenue | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 1,193,400 | 3,628,219 |
| Other State Revenues | 812,408 | 812,408 | 1,317,881 | 1,540,259 | 1,317,881 | 1,317,881 | 1,654,163 | 1,317,881 | 1,090,418 | 1,312,796 | 1,090,418 | 1,090,418 | 1,493,363 | 16,168,172 |
| Other Local Revenues | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 750,718 | 11,605,801 |
| **Total Revenue** | 3,817,012 | 4,649,032 | 9,174,328 | 5,654,223 | 5,431,844 | 7,880,317 | 6,507,458 | 5,431,844 | 8,275,909 | 6,834,316 | 5,872,606 | 5,872,606 | 8,808,814 | 84,210,311 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 1,000,375 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 1,642,892 | 25,009,373 |
| Classified Salaries | 1,044,844 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 696,623 | 14,767,321 |
| Benefits | 699,665 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 820,983 | 13,957,327 |
| Books and Supplies | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 124,240 | 3,106,008 |
| Services and Operations | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,848,095 | 24,835,924 |
| Depreciation / Cap Outlay | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 21 | 1,157,557 |
| Other Outflows | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | - | 589,008 |
| **Total Expenses** | 5,054,562 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 5,132,854 | 83,422,519 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 5,491,956 | 2,745,978 | 2,745,978 | - | - | - | - | - | - | - | - | - | | 10,983,912 |
| Fixed Assets - Depreciation Addba | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | | 1,157,536 |
| Fixed Assets - Acquisitions | - | - | - | - | - | - | - | - | - | - | - | - | | - |
| Accounts Payable | (3,017,672) | (1,508,836) | (1,508,836) | - | (521,400) | (521,400) | (302,181) | (521,400) | (521,400) | (302,181) | (521,400) | - | | (6,035,344) |
| Other | (507) | (219,726) | (391,665) | (172,446) | (521,400) | (521,400) | (302,181) | (521,400) | (521,400) | (302,181) | (521,400) | (685,110) | | (4,680,816) |
| **Total Other Transactions** | 2,570,238 | 1,113,877 | 941,938 | (75,985) | (424,939) | (424,939) | (205,720) | (424,939) | (424,939) | (205,720) | (424,939) | (588,649) | | 1,425,289 |
| **Total Change in Cash** | 1,332,689 | (894,828) | 3,458,529 | (1,079,498) | (1,650,831) | 797,642 | (355,998) | (1,650,831) | 1,193,234 | (29,140) | (1,210,069) | (1,373,779) | | 2,213,081 |
| **ENDING CASH** | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | 36,237,810 | <<< = 159 days cash | |

ENDING CASH

- MPS's overall cash position is projected to remain positive with a projected cash balance of $36.2 million, which represents 159 days of average operating costs.

## Magnolia Public Schools
## 2017 Bonds
## Debt Service Coverage

| | MSA-1 | MSA-SA | MSA-SD |
|---|---|---|---|
| Net Income | $148,220 | $49,322 | $118,045 |
| Add Back: Depreciation | $244,043 | $634,404 | $49,553 |
| Add Back: Base Rent | $1,732,018 | $570,828 | $757,253 |
| Add Back: 50% of CMO Fee | $553,116 | $276,558 | $224,703 |
| Net Income Available For Debt Service | **$2,677,397** | **$1,531,112** | **$1,149,554** |
| Debt Service/Base Rent | $1,732,018 | $570,828 | $757,253 |
| | | | |
| **Debt Service Coverage** | **1.55** | **2.68** | **1.52** |
| Limit | 1.10 | 1.10 | 1.10 |
| Compliance | **Yes** | **Yes** | **Yes** |
| | | | |
| **Days Cash on Hand** | **179** | **76** | **51** |
| Limit | 45 | 45 | 45 |
| Compliance | **Yes** | **Yes** | **Yes** |

With July Budget projections, MSA-1, SA, and SD are expected to meet the Debt Service Coverage requirements.

# QUESTIONS & COMMENTS

# 2024-25 July Budget

## June 2024 Board Meeting

## 2023-24 ESTIMATED ACTUALS - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 714 | 532 | 389 | 124 | 218 | 111 | 280 | 404 | 504 | 439 | | 3,715 |
| Attendance (P-2 ADA) | 662.71 | 495.41 | 354.05 | 110.60 | 195.64 | 103.58 | 262.23 | 371.04 | 476.18 | 413.05 | | 3,444.49 |
| | | | | | | | | | | | | |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,458,378 | 7,686,193 | 5,095,637 | 1,869,941 | 3,050,834 | 1,486,640 | 3,833,581 | 5,343,117 | 7,212,179 | 4,598,946 | - | 50,635,446 |
| Federal Revenue | 1,146,427 | 359,255 | 297,386 | 83,409 | 451,542 | 188,534 | 299,687 | 439,769 | 559,721 | 181,492 | - | 4,007,220 |
| Other State Revenues | 4,086,990 | 3,032,803 | 2,022,769 | 454,819 | 1,336,970 | 607,421 | 2,043,668 | 1,822,200 | 2,993,872 | 1,703,730 | - | 20,105,242 |
| Other Local Revenues | 328,217 | 171,716 | 26,068 | 294,863 | 29,713 | 118,428 | 273,519 | 371,619 | 151,673 | 85,000 | 7,369,537 | 9,220,354 |
| **Total Revenue** | 16,020,012 | 11,249,967 | 7,441,860 | 2,703,031 | 4,869,059 | 2,401,023 | 6,450,455 | 7,976,705 | 10,917,444 | 6,569,168 | 7,369,537 | 83,968,263 |
| | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,181,460 | 2,893,448 | 2,631,200 | 1,158,051 | 1,636,979 | 797,356 | 1,733,733 | 2,623,200 | 3,554,901 | 2,128,224 | - | 23,338,552 |
| Classified Salaries | 1,647,793 | 1,066,472 | 754,197 | 208,726 | 567,890 | 247,184 | 801,890 | 838,292 | 1,172,707 | 430,679 | 4,698,233 | 12,434,063 |
| Benefits | 2,044,360 | 1,411,591 | 1,305,773 | 512,006 | 775,205 | 389,274 | 848,545 | 1,163,214 | 1,788,381 | 883,670 | 1,605,924 | 12,727,943 |
| Books and Supplies | 1,011,237 | 679,869 | 329,939 | 117,165 | 343,285 | 108,452 | 265,174 | 553,796 | 544,091 | 365,449 | 113,931 | 4,432,387 |
| Services and Operations | 5,243,810 | 4,453,948 | 2,205,238 | 796,519 | 1,222,071 | 841,962 | 2,622,060 | 2,201,027 | 2,808,519 | 2,540,465 | 1,543,045 | 26,478,665 |
| Depreciation / Cap Outlay | 289,141 | 12,484 | 95,959 | 32,104 | 65,241 | 15,470 | 65,478 | 189,508 | 799,249 | 62,314 | 515 | 1,627,463 |
| Other Outflows | 15,000 | - | - | - | - | - | - | - | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | 14,432,801 | 10,517,813 | 7,322,306 | 2,824,571 | 4,610,670 | 2,399,699 | 6,336,879 | 7,569,038 | 11,238,676 | 6,413,980 | 7,961,648 | 81,628,080 |
| | | | | | | | | | | | | |
| **Net Revenue** | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| | | | | | | | | | | | | |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 11,005,785 | 5,642,260 | 3,254,116 | 1,448,873 | 5,303,440 | 2,848,933 | 3,259,094 | 7,604,881 | 9,527,466 | 1,409,667 | 3,563,059 | 54,867,574 |
| Net Revenue | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| **Projected Ending Balance** | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Ending Bal. as % of Exp.: | 87.3% | 60.6% | 46.1% | 47.0% | 120.6% | 118.8% | 53.2% | 105.9% | 81.9% | 24.4% | 37.3% | 70.1% |

DMS
DELTA MANAGED SOLUTIONS

## 2024-25 JULY BUDGET - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 715 | 564 | 405 | 144 | 239 | 121 | 287 | 405 | 520 | 440 | | 3,840 |
| Attendance | 666.17 | 526.21 | 372.40 | 129.02 | 219.71 | 112.29 | 268.52 | 374.63 | 489.89 | 413.51 | | 3,572.35 |
| | | | | | | | | | | | | |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,562,288 | 8,230,431 | 5,345,869 | 2,137,405 | 3,501,133 | 1,622,980 | 4,026,884 | 5,284,077 | 7,484,380 | 4,612,673 | - | 52,808,120 |
| Federal Revenue | 569,861 | 452,891 | 281,591 | 158,248 | 341,709 | 171,272 | 315,432 | 332,619 | 468,130 | 536,465 | - | 3,628,219 |
| Other State Revenues | 3,491,135 | 2,333,407 | 1,410,983 | 256,479 | 1,019,714 | 570,405 | 1,536,985 | 1,522,405 | 2,488,332 | 1,538,327 | - | 16,168,172 |
| Other Local Revenues | 232,217 | 152,100 | 33,068 | 319,552 | 41,713 | 133,203 | 292,745 | 387,198 | 163,673 | 117,000 | 9,733,331 | 11,605,801 |
| **Total Revenue** | **14,855,501** | **11,168,830** | **7,071,510** | **2,871,684** | **4,904,270** | **2,497,861** | **6,172,046** | **7,526,299** | **10,604,515** | **6,804,465** | **9,733,331** | **84,210,311** |
| | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,697,177 | 3,232,134 | 2,833,238 | 1,179,753 | 1,716,356 | 898,270 | 1,776,472 | 2,790,550 | 3,543,002 | 2,342,421 | - | 25,009,373 |
| Classified Salaries | 1,893,935 | 1,188,255 | 796,855 | 234,875 | 683,818 | 275,738 | 928,555 | 956,971 | 1,436,080 | 521,694 | 5,850,544 | 14,767,321 |
| Benefits | 2,218,079 | 1,610,827 | 1,338,539 | 543,721 | 890,913 | 439,144 | 921,088 | 1,266,304 | 1,795,612 | 991,809 | 1,941,292 | 13,957,327 |
| Books and Supplies | 517,067 | 559,868 | 224,519 | 102,165 | 272,185 | 108,452 | 208,078 | 255,904 | 392,891 | 353,949 | 110,931 | 3,106,008 |
| Services and Operations | 5,121,981 | 4,425,360 | 1,749,570 | 726,288 | 1,257,457 | 748,890 | 2,264,396 | 2,168,848 | 2,182,376 | 2,423,814 | 1,766,945 | 24,835,924 |
| Depreciation / Cap Outlay | 244,043 | 51,482 | 39,329 | 10,910 | 24,179 | 2,838 | 45,363 | 54,940 | 634,404 | 49,553 | 515 | 1,157,557 |
| Other Outflows | 15,000 | - | - | - | - | - | - | - | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | **14,707,281** | **11,067,927** | **6,982,050** | **2,797,712** | **4,844,908** | **2,473,332** | **6,143,952** | **7,493,517** | **10,555,193** | **6,686,421** | **9,670,227** | **83,422,519** |
| | | | | | | | | | | | | |
| **Net Revenue** | **148,220** | **100,903** | **89,460** | **73,972** | **59,361** | **24,529** | **28,094** | **32,781** | **49,322** | **118,045** | **63,104** | **787,793** |
| | | | | | | | | | | | | |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Net Revenue | 148,220 | 100,903 | 89,460 | 73,972 | 59,361 | 24,529 | 28,094 | 32,781 | 49,322 | 118,045 | 63,104 | 787,793 |
| **Projected Ending Balance** | **12,741,216** | **6,475,317** | **3,463,131** | **1,401,305** | **5,621,191** | **2,874,786** | **3,400,765** | **8,045,330** | **9,255,556** | **1,682,899** | **3,034,053** | **57,995,550** |
| Ending Bal. as % of Exp.: | 86.6% | 58.5% | 49.6% | 50.1% | 116.0% | 116.2% | 55.4% | 107.4% | 87.7% | 25.2% | 31.4% | 69.5% |

| 2024-25 July Budget | Annual Budget | |
|---|---|---|
| **CONSOLIDATED** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 3,444 | 3,572 | 128 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 50,635,446 | 52,808,120 | 2,172,674 |
| Federal Revenue | 4,007,220 | 3,628,219 | (379,002) |
| Other State Revenues | 20,105,242 | 16,168,172 | (3,937,071) |
| Other Local Revenues | 9,220,354 | 11,605,801 | 2,385,447 |
| **Total Revenue** | **83,968,263** | **84,210,311** | **242,049** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 23,338,552 | 25,009,373 | 1,670,822 |
| Classified Salaries | 12,434,063 | 14,767,321 | 2,333,259 |
| Benefits | 12,727,943 | 13,957,327 | 1,229,384 |
| Books and Supplies | 4,432,387 | 3,106,008 | (1,326,379) |
| Services and Operating Exp. | 26,478,665 | 24,835,924 | (1,642,740) |
| Depreciation & Cap Outlay | 1,627,463 | 1,157,557 | (469,906) |
| Other Outflows | 589,008 | 589,008 | (0) |
| **Total Expenditures** | **81,628,080** | **83,422,519** | **1,794,439** |
| | | | |
| **Net Revenues** | **2,340,183** | **787,793** | **(1,552,390)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Audited) | 54,867,574 | 57,207,757 | |
| Net Revenues | 2,340,183 | 787,793 | |
| **Ending Fund Balance** | **57,207,757** | **57,995,550** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 37,956,628 | 45.5% of Exp. |
| Restricted Balances (Est.) | | 2,926,051 | 3.5% of Exp. |
| Net Fixed Assets | | 17,112,870 | 20.5% of Exp. |
| **Ending Fund Balance** | | **57,995,550** | **69.5% of Exp.** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
| --- | --- | --- | --- |
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **REVENUE** | | | |
| **LCFF Entitlement** | | | |
| 8011 State Aid | 29,424,816 | 29,147,242 | (277,574) |
| 8012 EPA Entitlement | 8,674,219 | 9,793,890 | 1,119,671 |
| 8019 Prior Year Adjustments | - | - | - |
| 8096 InLieuPropTaxes | 12,536,411 | 13,866,988 | 1,330,577 |
| **SUBTOTAL - LCFF Entitlement** | **50,635,446** | **52,808,120** | **2,172,674** |
| **Federal Revenue** | | | |
| 8181 SpEd - Revenue | 346,271 | 436,000 | 89,730 |
| 8220 SchLunchFederal | - | - | - |
| 8285 SpEd - Revenue | 204,050 | 234,893 | 30,843 |
| 8290 All Other Federal Revenue | 3,456,899 | 2,957,325 | (499,575) |
| 8295 Prior Year Adjustments (Fed Rev) | - | - | - |
| **SUBTOTAL - Federal Revenue** | **4,007,220** | **3,628,219** | **(379,002)** |
| **Other State Revenue** | | | |
| 8311 SpEd Revenue | 2,222,548 | 2,527,931 | 305,383 |
| 8520 SchoolNutrState | - | - | - |
| 8550 MandCstReimburs | 107,112 | 113,904 | 6,793 |
| 8560 StateLotteryRev | 851,763 | 889,514 | 37,751 |
| 8590 AllOthStateRev | 16,923,820 | 12,636,822 | (4,286,997) |
| 8595 Prior Year Adjustments (Other State Rev) | - | - | - |
| **SUBTOTAL - Other State Revenue** | **20,105,242** | **16,168,172** | **(3,937,071)** |
| **Local Revenue** | | | |
| 8600 Other Local Rev | 610,138 | 557,638 | (52,500) |
| 8634 StudentLunchFee | 2,000 | 2,000 | - |
| 8650 Leases &Rentals | - | - | - |
| 8660 Interest | 24,000 | 24,000 | - |
| 8698 OthRev-Suspense | - | - | - |
| 8701 CMO Fee - MSA-1 | 1,106,231 | 1,106,231 | 0 |
| 8702 CMO Fee - MSA-2 | 1,106,231 | 1,106,231 | 0 |
| 8703 CMO Fee - MSA-3 | 795,103 | 495,103 | (300,000) |
| 8704 CMO Fee - MSA-4 | 172,849 | 172,849 | 0 |
| 8705 CMO Fee - MSA-5 | 207,418 | 207,418 | (0) |
| 8706 CMO Fee - MSA-6 | 172,849 | 172,849 | 0 |
| 8707 CMO Fee - MSA-7 | 553,115 | 253,115 | (300,000) |
| 8708 CMO Fee - MSA-8 | 795,103 | 795,103 | (0) |
| 8709 CMO Fee - MSA-SA | 1,106,231 | 553,116 | (553,115) |
| 8712 CMO Fee - MSA-SD | 449,406 | 449,406 | (0) |
| 8690 Prior Year Adj (Local1) | - | - | - |
| 8677 SpEd Revenue | 808,602 | 70,500 | (738,102) |
| 8699 Other Revenue | 1,061,751 | 5,398,031 | 4,336,280 |
| 8999 Misc Revenue (Suspense) | 2,000 | 2,000 | - |
| **SUBTOTAL - Local Revenue** | **8,973,027** | **11,365,590** | **2,392,563** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 57,312 | 50,196 | (7,116) |
| 8803 Fundraising | 190,015 | 190,015 | (0) |
| **SUBTOTAL - Fundraising & Grants** | **247,327** | **240,211** | **(7,116)** |
| | | | |
| **TOTAL REVENUE** | **83,968,263** | **84,210,311** | **242,049** |
| | | | |
| **EXPENSES** | | | |
| | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 17,504,617 | 18,620,970 | 1,116,352 |
| 1200 Cert Aid | 1,629,078 | 2,041,687 | 412,609 |
| 1300 Cert Adminis | 4,204,856 | 4,346,716 | 141,860 |
| **SUBTOTAL - Certificated Salaries** | **23,338,552** | **25,009,373** | **1,670,822** |
| | | | |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 2,427,733 | 2,654,906 | 227,173 |
| 2200 Classified Support | 2,805,340 | 3,348,903 | 543,564 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 7,004,090 | 8,600,673 | 1,596,583 |
| 2900 OtherClassStaff | 196,900 | 162,839 | (34,061) |
| **SUBTOTAL - Classified Salaries** | **12,434,063** | **14,767,321** | **2,333,259** |
| | | | |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 3,805,283 | 3,859,174 | 53,892 |
| 3102 STRS-Classified | 883,958 | 1,142,636 | 258,678 |
| 3201 PERS-Cert | 596,236 | 871,525 | 275,289 |
| 3202 PERS-Classified | 963,673 | 1,074,728 | 111,055 |
| 3301 OASDI/Med-Cert | 460,791 | 548,326 | 87,534 |
| 3302 OASDI/Med-Class | 500,662 | 578,840 | 78,178 |
| 3401 HlthWelfareCert | 3,170,007 | 3,286,873 | 116,865 |
| 3402 HlthWelfareCert | 1,613,559 | 1,855,516 | 241,957 |
| 3501 UI-Certificated | 120,344 | 117,163 | (3,181) |
| 3502 UI-Classified | 66,558 | 49,814 | (16,744) |
| 3601 WorkersCmp-Cert | 209,786 | 123,130 | (86,656) |
| 3602 WorkersCmp-Class | 172,969 | 119,565 | (53,404) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | 164,116 | 330,037 | 165,921 |
| **SUBTOTAL - Employee Benefits** | **12,727,943** | **13,957,327** | **1,229,384** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 1,020,601 | 493,598 | (527,003) |
| 4200 BooksOthRefMats | 84,790 | 30,290 | (54,500) |
| 4300 Materials and Supplies | 51,000 | 31,000 | (20,000) |
| 4310 Ins Mats & Sups | 218,146 | 184,375 | (33,771) |
| 4315 OthrSupplies | 38,071 | 28,071 | (10,000) |
| 4320 Office Supplies | 238,020 | 214,820 | (23,200) |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 131,028 | 131,028 | - |
| 4335 PE Supplies | 83,350 | 73,350 | (10,000) |
| 4340 Educat Software | 633,986 | 553,621 | (80,365) |
| 4345 NonInstStdntSup | 575,951 | 442,151 | (133,800) |
| 4346 TeacherSupplies | 41,660 | 41,660 | - |
| 4350 Cust. Supplies | 160,360 | 132,360 | (28,000) |
| 4351 Yearbook | 1,000 | 1,000 | (0) |
| 4390 Uniforms | 164,080 | 164,080 | (0) |
| 4400 NonCapEquip-Gen | 170,031 | 144,131 | (25,900) |
| 4410 ClssrmFrnEqp<5k | 24,960 | 19,560 | (5,400) |
| 4430 OffceFurnEqp<5k | 66,430 | 44,270 | (22,160) |
| 4440 Computers <$5k | 439,340 | 127,060 | (312,280) |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 27,900 | 27,900 | - |
| 4710 Food | 69,700 | 39,700 | (30,000) |
| 4720 Food:Other Food | 191,102 | 181,102 | (10,000) |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | 880 | 880 | - |
| **SUBTOTAL - Books and Supplies** | **4,432,387** | **3,106,008** | **(1,326,379)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 6,464,536 | 5,311,421 | (1,153,115) |
| 5200 Travel - General | 3,120 | 3,120 | - |
| 5205 Conference Fees | 24,940 | 48,260 | 23,320 |
| 5210 MilesParkTolls | 31,350 | 36,770 | 5,420 |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 73,770 | 77,770 | 4,000 |
| 5300 DuesMemberships | 155,450 | 155,450 | - |
| 5450 Other Insurance | 747,460 | 747,460 | (0) |
| 5500 OpsHousekeeping | 625,036 | 587,976 | (37,060) |
| 5510 Gas & Electric | 398,090 | 518,090 | 120,000 |
| 5610 Rent & Leases | 3,755,726 | 3,804,218 | 48,492 |
| 5611 Rent & Leases- Interest | 2,220,495 | 2,220,495 | - |
| 5620 EquipmentLeases | 236,012 | 236,012 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 504,393 | 319,620 | (184,773) |
| 5800 ProfessServices | 2,528,716 | 2,433,798 | (94,918) |
| 5810 Legal | 329,600 | 253,100 | (76,500) |
| 5813 SchPrgAftSchool | 847,664 | 962,710 | 115,046 |
| 5814 SchPrgAcadComps | 17,330 | 17,330 | - |
| 5819 SchlProgs-Other | 874,621 | 888,006 | 13,386 |
| 5820 Audit & CPA | 108,390 | 108,390 | - |
| 5825 DMSBusinessSvcs | 772,000 | 772,000 | - |
| 5835 Field Trips | 265,270 | 321,490 | 56,220 |
| 5836 FieldTrip Trans | 437,860 | 379,900 | (57,960) |
| 5840 MarkngStdtRecrt | 368,930 | 294,930 | (74,000) |
| 5850 Oversight Fees | 506,994 | 506,994 | - |
| 5857 Payroll Fees | 215,540 | 215,540 | - |
| 5860 Service Fees | 45,790 | 45,790 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 254,714 | 255,474 | 760 |
| 5864 Prof Dev-Other | 243,322 | 202,777 | (40,545) |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 1,314,881 | 1,266,018 | (48,863) |
| 5870 Livescan | 9,994 | 9,994 | (0) |
| 5872 SPED Fees (incl Encroachment) | 159,144 | 159,144 | - |
| 5875 Staff Recruiting | 13,500 | 15,000 | 1,500 |
| 5884 Substitutes | 997,900 | 783,000 | (214,900) |
| 5890 OthSvcsNon-Inst | 530 | 530 | (0) |
| 5900 Communications | 45,160 | 45,160 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 345,940 | 330,940 | (15,000) |
| 5930 PostageDelivery | 63,640 | 63,640 | - |
| 5940 Technology | 470,857 | 437,607 | (33,250) |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **26,478,665** | **24,835,924** | **(1,642,740)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6100　Site Improvement (Pre-Capitalization) | - | - | - |
| 6400　EquipFixed | - | - | - |
| 6900　Depreciation | 1,627,463 | 1,157,557 | (469,906) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **1,627,463** | **1,157,557** | **(469,906)** |
| | | | |
| **Other Outflows** | | | |
| 7299　Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310　Indirect Costs | - | - | - |
| 7438　InterestExpense | 589,008 | 589,008 | (0) |
| **SUBTOTAL - Other Outflows** | **589,008** | **589,008** | **(0)** |
| | | | |
| **TOTAL EXPENSES** | **81,628,080** | **83,422,519** | **1,794,439** |

| Monthly Cash Flow 2024-25 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**All MPS**

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Accruals | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | |
| **BEGINNING CASH** | 37,700,689 | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,672,118 | 2,672,118 | 2,672,118 | 2,672,118 | 1,803,203 | **29,147,242** |
| LCFF: EPA | - | - | 2,448,472 | - | - | 2,448,472 | - | - | 2,425,888 | 22,585 | 22,585 | 22,585 | 2,403,303 | **9,793,890** |
| LCFF: ILPT | - | 832,019 | 1,664,039 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | **13,866,988** |
| Federal Revenue | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 1,193,400 | **3,628,219** |
| Other State Revenues | 812,408 | 812,408 | 1,317,881 | 1,540,259 | 1,317,881 | 1,317,881 | 1,654,163 | 1,317,881 | 1,090,418 | 1,312,796 | 1,090,418 | 1,090,418 | 1,493,363 | **16,168,172** |
| Other Local Revenues | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 750,718 | **11,605,801** |
| **Total Revenue** | 3,817,012 | 4,649,032 | 9,174,328 | 5,654,223 | 5,431,844 | 7,880,317 | 6,507,458 | 5,431,844 | 8,275,909 | 6,834,316 | 5,872,606 | 5,872,606 | 8,808,814 | 84,210,311 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 1,000,375 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 1,642,892 | **25,009,373** |
| Classified Salaries | 1,044,844 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 696,623 | **14,767,321** |
| Benefits | 699,665 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 820,983 | **13,957,327** |
| Books and Supplies | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 124,240 | **3,106,008** |
| Services and Operations | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,848,095 | **24,835,924** |
| Depreciation / Cap Outlay | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 21 | **1,157,557** |
| Other Outflows | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | - | **589,008** |
| **Total Expenses** | 5,054,562 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 5,132,854 | 83,422,519 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 5,491,956 | 2,745,978 | 2,745,978 | - | - | - | - | - | - | - | - | - | | **10,983,912** |
| Fixed Assets - Depreciation Addba | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | | **1,157,536** |
| Fixed Assets - Acquisitions | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Accounts Payable | (3,017,672) | (1,508,836) | (1,508,836) | - | - | - | - | - | - | - | - | - | | **(6,035,344)** |
| Other | (507) | (219,726) | (391,665) | (172,446) | (521,400) | (521,400) | (302,181) | (521,400) | (521,400) | (302,181) | (521,400) | (685,110) | | **(4,680,816)** |
| **Total Other Transactions** | 2,570,238 | 1,113,877 | 941,938 | (75,985) | (424,939) | (424,939) | (205,720) | (424,939) | (424,939) | (205,720) | (424,939) | (588,649) | | 1,425,289 |
| **Total Change in Cash** | 1,332,689 | (894,828) | 3,458,529 | (1,079,498) | (1,650,831) | 797,642 | (355,998) | (1,650,831) | 1,193,234 | (29,140) | (1,210,069) | (1,373,779) | | 2,213,081 |
| **ENDING CASH** | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | 36,237,810 | <<< = 159 days cash | |

| 2024-25 July Budget | Annual Budget | |
|---|---|---|
| **MSA 1** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 663 | 666 | 3.46 |

**SUMMARY**

**Revenue**

| | | | |
|---|---|---|---|
| LCFF Entitlement | 10,458,378 | 10,562,288 | 103,910 |
| Federal Revenue | 1,146,427 | 569,861 | (576,565) |
| Other State Revenues | 4,086,990 | 3,491,135 | (595,855) |
| Other Local Revenues | 328,217 | 232,217 | (96,000) |
| **Total Revenue** | **16,020,012** | **14,855,501** | **(1,164,510)** |

**Expenditures**

| | | | |
|---|---|---|---|
| Certificated Salaries | 4,181,460 | 4,697,177 | 515,716 |
| Classified Salaries | 1,647,793 | 1,893,935 | 246,142 |
| Benefits | 2,044,360 | 2,218,079 | 173,719 |
| Books and Supplies | 1,011,237 | 517,067 | (494,170) |
| Services and Operating Exp. | 5,243,810 | 5,121,981 | (121,830) |
| Depreciation & Cap Outlay | 289,141 | 244,043 | (45,098) |
| Other Outflows | 15,000 | 15,000 | - |
| **Total Expenditures** | **14,432,801** | **14,707,281** | **274,480** |

| **Net Revenues** | **1,587,211** | **148,220** | **(1,438,990)** |
|---|---|---|---|

**Fund Balance**

| | | | |
|---|---|---|---|
| Beginning Balance (Budgeted) | 11,005,785 | 12,592,996 | |
| Net Revenues | 1,587,211 | 148,220 | |
| **Ending Fund Balance** | **12,592,996** | **12,741,216** | |

**Components of Fund Bal.**

| | | | |
|---|---|---|---|
| Available For Econ. Uncert. | | 6,244,895 | 42.5% of Expenditures |
| Restricted Balances (Est.) | | 247,921 | 1.7% of Expenditures |
| Net Fixed Assets | | 6,248,400 | 42.5% of Expenditures |
| **Ending Fund Balance** | | **12,741,216** | **86.6% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 1** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **REVENUE** | | | |
| **LCFF Entitlement** | | | |
| 8011 State Aid | 5,813,609 | 5,538,404 | (275,205) |
| 8012 EPA Entitlement | 2,289,851 | 2,512,820 | 222,969 |
| 8019 Prior Year Adjustments | - | - | - |
| 8096 InLieuPropTaxes | 2,354,918 | 2,511,064 | 156,146 |
| **SUBTOTAL - LCFF Entitlement** | **10,458,378** | **10,562,288** | **103,910** |
| | | | |
| **Federal Revenue** | | | |
| 8181 SpEd - Revenue | 87,513 | 111,339 | 23,826 |
| 8220 SchLunchFederal | - | - | - |
| 8285 SpEd - Revenue | - | - | - |
| 8290 All Other Federal Revenue | 1,058,913 | 458,522 | (600,391) |
| 8295 Prior Year Adjustments (Fed Rev) | - | - | - |
| **SUBTOTAL - Federal Revenue** | **1,146,427** | **569,861** | **(576,565)** |
| | | | |
| **Other State Revenue** | | | |
| 8311 SpEd Revenue | 561,752 | 626,521 | 64,769 |
| 8520 SchoolNutrState | - | - | - |
| 8550 MandCstReimburs | 25,204 | 26,090 | 886 |
| 8560 StateLotteryRev | 162,500 | 165,875 | 3,375 |
| 8590 AllOthStateRev | 3,337,534 | 2,672,649 | (664,885) |
| 8595 Prior Year Adjustments (Other State Rev) | - | - | - |
| **SUBTOTAL - Other State Revenue** | **4,086,990** | **3,491,135** | **(595,855)** |
| | | | |
| **Local Revenue** | | | |
| 8600 Other Local Rev | 312,395 | 216,395 | (96,000) |
| 8660 Interest | - | - | - |
| 8698 OthRev-Suspense | - | - | - |
| 8690 Prior Year Adj (Local1) | - | - | - |
| 8677 SpEd Revenue | - | - | - |
| 8699 Other Revenue | - | - | - |
| 8999 Misc Revenue (Suspense) | - | - | - |
| **SUBTOTAL - Local Revenue** | **312,395** | **216,395** | **(96,000)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 1** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,116 | 7,116 | - |
| 8803 Fundraising | 8,706 | 8,706 | 0 |
| **SUBTOTAL - Fundraising & Grants** | **15,822** | **15,822** | **0** |
| | | | |
| **TOTAL REVENUE** | **16,020,012** | **14,855,501** | **(1,164,510)** |
| | | | |
| **EXPENSES** | | | |
| | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 3,209,293 | 3,550,705 | 341,412 |
| 1200 Cert Aid | 256,087 | 432,806 | 176,719 |
| 1300 Cert Adminis | 716,080 | 713,666 | (2,414) |
| **SUBTOTAL - Certificated Salaries** | **4,181,460** | **4,697,177** | **515,716** |
| | | | |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 615,687 | 725,354 | 109,666 |
| 2200 Classified Support | 535,732 | 650,837 | 115,105 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 496,373 | 517,744 | 21,371 |
| 2900 OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **1,647,793** | **1,893,935** | **246,142** |
| | | | |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 654,442 | 671,583 | 17,140 |
| 3102 STRS-Classified | 94,528 | 151,401 | 56,873 |
| 3201 PERS-Cert | 139,405 | 218,715 | 79,310 |
| 3202 PERS-Classified | 190,522 | 171,215 | (19,307) |
| 3301 OASDI/Med-Cert | 89,232 | 117,489 | 28,258 |
| 3302 OASDI/Med-Class | 61,710 | 63,243 | 1,533 |
| 3401 HlthWelfareCert | 519,790 | 546,170 | 26,380 |
| 3402 HlthWelfareCert | 219,600 | 249,497 | 29,897 |
| 3501 UI-Certificated | 25,716 | 21,631 | (4,085) |
| 3502 UI-Classified | - | 7,134 | 7,134 |
| 3601 WorkersCmp-Cert | 49,414 | - | (49,414) |
| 3602 WorkersCmp-Class | - | - | - |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **2,044,360** | **2,218,079** | **173,719** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 1** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| | | | |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 150,000 | 50,000 | (100,000) |
| 4200 BooksOthRefMats | 8,500 | 4,000 | (4,500) |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 58,770 | 25,000 | (33,770) |
| 4315 OthrSupplies | 25,000 | 15,000 | (10,000) |
| 4320 Office Supplies | 25,000 | 25,000 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 5,000 | 5,000 | - |
| 4335 PE Supplies | 25,000 | 15,000 | (10,000) |
| 4340 Educat Software | 112,656 | 96,756 | (15,900) |
| 4345 NonInstStdntSup | 97,198 | 67,198 | (30,000) |
| 4346 TeacherSupplies | 5,000 | 5,000 | - |
| 4350 Cust. Supplies | 60,000 | 40,000 | (20,000) |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 30,000 | 30,000 | (0) |
| 4400 NonCapEquip-Gen | 32,891 | 32,891 | (0) |
| 4410 ClssrmFrnEqp<5k | - | - | - |
| 4430 OffceFurnEqp<5k | 40,000 | 20,000 | (20,000) |
| 4440 Computers <$5k | 300,000 | 50,000 | (250,000) |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 10,000 | 10,000 | - |
| 4710 Food | 5,000 | 5,000 | - |
| 4720 Food:Other Food | 21,222 | 21,222 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **1,011,237** | **517,067** | **(494,170)** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 1** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 1,106,231 | 1,106,231 | 0 |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 1,000 | 1,000 | (0) |
| 5210 MilesParkTolls | 1,000 | 1,000 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 7,000 | 7,000 | (0) |
| 5300 DuesMemberships | 25,000 | 25,000 | (0) |
| 5450 Other Insurance | 186,000 | 186,000 | - |
| 5500 OpsHousekeeping | 221,000 | 221,000 | (0) |
| 5510 Gas & Electric | 95,000 | 95,000 | - |
| 5610 Rent & Leases | 864,849 | 864,849 | - |
| 5611 Rent & Leases- Interest | 867,169 | 867,169 | - |
| 5620 EquipmentLeases | 90,000 | 90,000 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 186,233 | 150,000 | (36,233) |
| 5800 ProfessServices | 443,820 | 347,948 | (95,872) |
| 5810 Legal | 35,000 | 35,000 | - |
| 5813 SchPrgAftSchool | 137,737 | 137,737 | - |
| 5814 SchPrgAcadComps | 7,500 | 7,500 | - |
| 5819 SchlProgs-Other | 88,600 | 88,600 | - |
| 5820 Audit & CPA | 9,000 | 9,000 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 20,000 | 50,000 | 30,000 |
| 5836 FieldTrip Trans | 80,000 | 100,000 | 20,000 |
| 5840 MarkngStdtRecrt | 75,000 | 50,000 | (25,000) |
| 5850 Oversight Fees | 102,575 | 102,575 | - |
| 5857 Payroll Fees | 30,000 | 30,000 | - |
| 5860 Service Fees | 16,000 | 16,000 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 48,272 | 48,272 | (0) |
| 5864 Prof Dev-Other | 18,062 | 18,062 | (0) |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 184,609 | 184,609 | - |
| 5870 Livescan | 2,000 | 2,000 | (0) |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 153,000 | 153,000 | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 10,000 | 10,000 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 40,000 | 25,000 | (15,000) |
| 5930 PostageDelivery | 9,000 | 9,000 | - |
| 5940 Technology | 83,153 | 83,428 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **5,243,810** | **5,121,981** | **(121,830)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 1** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 289,141 | 244,043 | (45,098) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **289,141** | **244,043** | **(45,098)** |
| | | | |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | 15,000 | 15,000 | - |
| **SUBTOTAL - Other Outflows** | **15,000** | **15,000** | **-** |
| | | | |
| **TOTAL EXPENSES** | **14,432,801** | **14,707,281** | **274,480** |

**Monthly Cash Flow 2024-25**

## MSA-1

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Accruals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | TOTAL |
| **BEGINNING CASH** | 7,010,862 | 7,496,478 | 7,373,998 | 8,251,924 | 8,021,220 | 7,674,372 | 7,955,729 | 7,865,745 | 7,518,897 | 7,841,311 | 7,821,872 | 7,516,081 | 7,210,289 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 474,720 | 474,720 | 474,720 | 474,720 | 474,720 | 5,538,404 |
| LCFF: EPA | - | - | 628,205 | - | - | 628,205 | - | - | 628,205 | - | - | - | 628,205 | 2,512,820 |
| LCFF: ILPT | - | 150,664 | 301,328 | 200,885 | 200,885 | 200,885 | 200,885 | 200,885 | 210,929 | 210,929 | 210,929 | 210,929 | 210,929 | 2,511,064 |
| Federal Revenue | - | - | 114,631 | - | - | - | 114,631 | - | - | 114,631 | - | - | 225,970 | 569,861 |
| Other State Revenues | 178,384 | 178,384 | 285,290 | 326,759 | 285,290 | 285,290 | 352,848 | 285,290 | 237,182 | 278,651 | 237,182 | 237,182 | 323,403 | 3,491,135 |
| Other Local Revenues | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | - | 232,217 |
| **Total Revenue** | 593,336 | 744,000 | 1,744,405 | 942,596 | 901,127 | 1,529,332 | 1,083,316 | 901,127 | 1,570,388 | 1,098,283 | 942,183 | 942,183 | 1,863,227 | 14,855,501 |
| | | | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 187,887 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 308,563 | 4,697,177 |
| Classified Salaries | 118,371 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 1,893,935 |
| Benefits | 99,773 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 151,814 | 2,218,079 |
| Books and Supplies | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 20,683 | 517,067 |
| Services and Operations | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 5,121,981 |
| Depreciation / Cap Outlay | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | - | 244,043 |
| Other Outflows | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | - | 15,000 |
| **Total Expenses** | 862,981 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,023,021 | 14,707,281 |
| | | | | | | | | | | | | | | |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 1,174,032 | 587,016 | 587,016 | | | | | | | | | | | 2,348,064 |
| Fixed Assets - Depreciation Addback | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | | 244,043 |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | - |
| Accounts Payable | (411,042) | (205,521) | (205,521) | | | | | | | | | | | (822,083) |
| Other | (28,065) | (102,741) | (102,741) | (28,065) | (102,741) | (102,741) | (28,065) | (102,741) | (102,741) | 27,512 | (102,741) | (102,741) | | (878,612) |
| **Total Other Transactions** | 755,262 | 299,091 | 299,091 | (7,728) | (82,404) | (82,404) | (7,728) | (82,404) | (82,404) | 47,849 | (82,404) | (82,404) | | 891,413 |
| | | | | | | | | | | | | | | |
| **Total Change in Cash** | 485,616 | (122,480) | 877,925 | (230,704) | (346,848) | 281,357 | (89,983) | (346,848) | 322,414 | (19,439) | (305,791) | (305,791) | | 1,039,633 |
| **ENDING CASH (9120 Main Only)** | 7,496,478 | 7,373,998 | 8,251,924 | 8,021,220 | 7,674,372 | 7,955,729 | 7,865,745 | 7,518,897 | 7,841,311 | 7,821,872 | 7,516,081 | 7,210,289 | <<< = 179 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 2** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 495 | 526 | 30.80 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 7,686,193 | 8,230,431 | 544,238 |
| Federal Revenue | 359,255 | 452,891 | 93,636 |
| Other State Revenues | 3,032,803 | 2,333,407 | (699,395) |
| Other Local Revenues | 171,716 | 152,100 | (19,616) |
| **Total Revenue** | **11,249,967** | **11,168,830** | **(81,137)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 2,893,448 | 3,232,134 | 338,687 |
| Classified Salaries | 1,066,472 | 1,188,255 | 121,783 |
| Benefits | 1,411,591 | 1,610,827 | 199,236 |
| Books and Supplies | 679,869 | 559,868 | (120,001) |
| Services and Operating Exp. | 4,453,948 | 4,425,360 | (28,588) |
| Depreciation & Cap Outlay | 12,484 | 51,482 | 38,998 |
| Other Outflows | - | - | - |
| **Total Expenditures** | **10,517,813** | **11,067,927** | **550,115** |
| | | | |
| **Net Revenues** | **732,154** | **100,903** | **(631,252)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 5,642,260 | 6,374,414 | |
| Net Revenues | 732,154 | 100,903 | |
| **Ending Fund Balance** | **6,374,414** | **6,475,317** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 6,320,671 | 57.1% of Expenditures |
| Restricted Balances (Est.) | | 75,037 | 0.7% of Expenditures |
| Net Fixed Assets | | 79,609 | 0.7% of Expenditures |
| **Ending Fund Balance** | | **6,475,317** | **58.5% of Expenditures** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 4,254,159 | 4,306,042 | 51,883 |
| 8012 | EPA Entitlement | 1,672,712 | 1,940,843 | 268,131 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 1,759,322 | 1,983,546 | 224,224 |
| | **SUBTOTAL - LCFF Entitlement** | **7,686,193** | **8,230,431** | **544,238** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | 64,437 | 82,959 | 18,521 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 294,818 | 369,933 | 75,115 |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **359,255** | **452,891** | **93,636** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | 425,783 | 494,896 | 69,113 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 17,170 | 19,058 | 1,888 |
| 8560 | StateLotteryRev | 123,168 | 131,027 | 7,859 |
| 8590 | AllOthStateRev | 2,466,683 | 1,688,426 | (778,256) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **3,032,803** | **2,333,407** | **(699,395)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | 93,600 | 81,100.00 | (12,500) |
| 8634 | StudentLunchFee | - | - | - |
| 8650 | Leases &Rentals | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 41,000 | 41,000.00 | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **134,600** | **122,100** | **(12,500)** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 2** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Fundraising & Grants** | | | |
| 8802    Donations - Private | 7,116 | - | (7,116) |
| 8803    Fundraising | 30,000 | 30,000 | (0) |
| **SUBTOTAL - Fundraising & Grants** | **37,116** | **30,000** | **(7,116)** |
| | | | |
| **TOTAL REVENUE** | **11,249,967** | **11,168,830** | **(81,137)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100    TeacherSalaries | 2,098,544 | 2,212,986 | 114,443 |
| 1200    Cert Aid | 317,427 | 406,800 | 89,374 |
| 1300    Cert Adminis | 477,478 | 612,348 | 134,870 |
| **SUBTOTAL - Certificated Salaries** | **2,893,448** | **3,232,134** | **338,687** |
| **Classified Salaries** | | | |
| 2100    Instructional Aides | 195,687 | 208,047 | 12,360 |
| 2200    Classified Support | 622,092 | 726,950 | 104,858 |
| 2300    Classified Admin | - | - | - |
| 2400    Clerical & Tech | 248,694 | 253,258 | 4,565 |
| 2900    OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **1,066,472** | **1,188,255** | **121,783** |
| **Employee Benefits** | | | |
| 3101    STRS-Certified | 438,816 | 470,283 | 31,468 |
| 3102    STRS-Classified | 51,498 | 72,397 | 20,899 |
| 3201    PERS-Cert | 105,589 | 147,926 | 42,338 |
| 3202    PERS-Classified | 102,941 | 128,566 | 25,625 |
| 3301    OASDI/Med-Cert | 63,230 | 77,615 | 14,385 |
| 3302    OASDI/Med-Class | 33,076 | 41,923 | 8,847 |
| 3401    HlthWelfareCert | 416,717 | 452,201 | 35,485 |
| 3402    HlthWelfareCert | 149,502 | 167,063 | 17,561 |
| 3501    UI-Certificated | 16,473 | 15,050 | (1,423) |
| 3502    UI-Classified | 224 | 4,276 | 4,052 |
| 3601    WorkersCmp-Cert | 33,526 | 16,019 | (17,507) |
| 3602    WorkersCmp-Class | - | 17,507 | 17,507 |
| 3701    Other Retirement-Cert | - | - | - |
| 3901    OthBenes-Cert | - | - | - |
| 3902    OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **1,411,591** | **1,610,827** | **199,236** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 154,598 | 84,598 | (70,000) |
| 4200 BooksOthRefMats | 1,000 | 1,000 | - |
| 4300 Materials and Supplies | 4,000 | 4,000 | - |
| 4310 Ins Mats & Sups | 35,739 | 35,738 | (1) |
| 4315 OthrSupplies | - | - | - |
| 4320 Office Supplies | 70,000 | 50,000 | (20,000) |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 26,000 | 26,000 | - |
| 4335 PE Supplies | 4,000 | 4,000 | - |
| 4340 Educat Software | 117,928 | 87,928 | (30,000) |
| 4345 NonInstStdntSup | 94,604 | 94,604 | - |
| 4346 TeacherSupplies | 3,000 | 3,000 | - |
| 4350 Cust. Supplies | 20,000 | 20,000 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 22,000 | 22,000 | (0) |
| 4400 NonCapEquip-Gen | 38,000 | 38,000 | (0) |
| 4410 ClssrmFrnEqp<5k | 7,000 | 7,000 | (0) |
| 4430 OffceFurnEqp<5k | 5,000 | 5,000 | - |
| 4440 Computers <$5k | 35,000 | 35,000 | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | - | - | - |
| 4710 Food | 5,000 | 5,000 | - |
| 4720 Food:Other Food | 37,000 | 37,000 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **679,869** | **559,868** | **(120,001)** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 1,106,231 | 1,106,231 | 0 |
| 5200 Travel - General | 1,000 | 1,000 | - |
| 5205 Conference Fees | 3,000 | 3,000 | (0) |
| 5210 MilesParkTolls | 2,000 | 2,000 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 5,000 | 5,000 | - |
| 5300 DuesMemberships | 20,000 | 20,000 | - |
| 5450 Other Insurance | 75,000 | 75,000 | - |
| 5500 OpsHousekeeping | 133,000 | 88,000 | (45,000) |
| 5510 Gas & Electric | - | 120,000 | 120,000 |
| 5610 Rent & Leases | 703,162 | 703,162 | (0) |
| 5611 Rent & Leases- Interest | 1,019,847 | 1,019,847 | - |
| 5620 EquipmentLeases | 25,000 | 25,000 | (0) |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 20,000 | 20,000 | - |
| 5800 ProfessServices | 368,877 | 242,967 | (125,909) |
| 5810 Legal | 25,000 | 25,000 | (0) |
| 5813 SchPrgAftSchool | 211,954 | 204,000 | (7,954) |
| 5814 SchPrgAcadComps | 4,000 | 4,000 | - |
| 5819 SchlProgs-Other | 90,000 | 90,000 | - |
| 5820 Audit & CPA | 12,500 | 12,500 | (0) |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 30,000 | 30,000 | (0) |
| 5836 FieldTrip Trans | 35,000 | 65,000 | 30,000 |
| 5840 MarkngStdtRecrt | 30,000 | 30,000 | (0) |
| 5850 Oversight Fees | 75,664 | 75,664 | - |
| 5857 Payroll Fees | 25,000 | 25,000 | (0) |
| 5860 Service Fees | 4,000 | 4,000 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 69,500 | 69,500 | - |
| 5864 Prof Dev-Other | 25,500 | 25,500 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 95,809 | 95,809 | (0) |
| 5870 Livescan | 750 | 750 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 153,000 | 153,000 | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 5,000 | 5,000 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 20,000 | 20,000 | - |
| 5930 PostageDelivery | 5,000 | 5,000 | - |
| 5940 Technology | 54,155 | 54,430 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **4,453,948** | **4,425,360** | **(28,588)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 12,484 | 51,482 | 38,998 |
| **SUBTOTAL - Capital Outlay & Depreciation** | **12,484** | **51,482** | **38,998** |
| | | | |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **10,517,813** | **11,067,927** | **550,115** |

**Monthly Cash Flow 2024-25**

## MSA-2

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,921,381 | 3,039,515 | 2,897,649 | 3,520,027 | 3,348,472 | 3,063,481 | 3,263,702 | 3,123,009 | 2,838,018 | 3,077,296 | 2,956,603 | 2,710,670 | 2,431,291 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 369,089 | 369,089 | 369,089 | 369,089 | 369,089 | **4,306,042** |
| LCFF: EPA | - | - | 485,211 | - | - | 485,211 | - | - | 485,211 | - | - | - | 485,211 | **1,940,843** |
| LCFF: ILPT | - | 119,013 | 238,026 | 158,684 | 158,684 | 158,684 | 158,684 | 158,684 | 166,618 | 166,618 | 166,618 | 166,618 | 166,618 | **1,983,546** |
| Federal Revenue | - | - | 92,483 | - | - | - | 92,483 | - | - | 92,483 | - | - | 175,442 | **452,891** |
| Other State Revenues | 119,771 | 119,771 | 187,308 | 220,065 | 187,308 | 187,308 | 239,123 | 187,308 | 156,916 | 189,673 | 156,916 | 156,916 | 225,023 | **2,333,407** |
| Other Local Revenues | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | - | **152,100** |
| **Total Revenue** | **440,020** | **559,033** | **1,323,277** | **698,998** | **666,241** | **1,151,452** | **810,539** | **666,241** | **1,190,509** | **830,539** | **705,299** | **705,299** | **1,421,383** | **11,168,830** |
| | | | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 129,285 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 212,322 | **3,232,134** |
| Classified Salaries | 74,266 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | **1,188,255** |
| Benefits | 72,518 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 110,285 | **1,610,827** |
| Books and Supplies | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 22,395 | **559,868** |
| Services and Operations | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 341,335 | **4,425,360** |
| Depreciation / Cap Outlay | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | - | **51,482** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **665,484** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **779,170** | **11,067,927** |
| | | | | | | | | | | | | | | |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 855,757 | 427,878 | 427,878 | | | | | | | | | | | **1,711,513** |
| Fixed Assets - Depreciation Addback | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | | **51,482** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (516,449) | (258,225) | (258,225) | | | | | | | | | | | **(1,032,898)** |
| Other | | | - | - | (80,679) | (80,679) | (80,679) | (80,679) | (80,679) | (80,679) | (80,679) | (114,124) | | **(678,877)** |
| **Total Other Transactions** | **343,598** | **173,944** | **173,944** | **4,290** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(109,834)** | | **51,220** |
| | | | | | | | | | | | | | | |
| **Total Change in Cash** | **118,134** | **(141,866)** | **622,378** | **(171,555)** | **(284,991)** | **200,220** | **(140,693)** | **(284,991)** | **239,278** | **(120,693)** | **(245,933)** | **(279,378)** | | **152,123** |
| | | | | | | | | | | | | | | |
| **ENDING CASH** | **3,039,515** | **2,897,649** | **3,520,027** | **3,348,472** | **3,063,481** | **3,263,702** | **3,123,009** | **2,838,018** | **3,077,296** | **2,956,603** | **2,710,670** | **2,431,291** | <<< = 80 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 354 | 372 | 18.35 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 5,095,637 | 5,345,869 | 250,231 |
| Federal Revenue | 297,386 | 281,591 | (15,795) |
| Other State Revenues | 2,022,769 | 1,410,983 | (611,786) |
| Other Local Revenues | 26,068 | 33,068 | 7,000 |
| **Total Revenue** | **7,441,860** | **7,071,510** | **(370,350)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 2,631,200 | 2,833,238 | 202,039 |
| Classified Salaries | 754,197 | 796,855 | 42,658 |
| Benefits | 1,305,773 | 1,338,539 | 32,766 |
| Books and Supplies | 329,939 | 224,519 | (105,420) |
| Services and Operating Exp. | 2,205,238 | 1,749,570 | (456,872) |
| Depreciation & Cap Outlay | 95,959 | 39,329 | (56,630) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **7,322,306** | **6,982,050** | **(341,460)** |
| | | | |
| **Net Revenues** | **119,555** | **89,460** | **(28,890)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 3,254,116 | 3,373,671 | |
| Net Revenues | 119,555 | 89,460 | |
| **Ending Fund Balance** | **3,373,671** | **3,463,131** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 3,230,663 | 46.3% of Expenditures |
| Restricted Balances (Est.) | | 85,562 | 1.2% of Expenditures |
| Net Fixed Assets | | 146,906 | 2.1% of Expenditures |
| **Ending Fund Balance** | | **3,463,131** | **49.6% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 2,683,157 | 2,578,007 | (105,150) |
| 8012 | EPA Entitlement | 1,171,656 | 1,364,115 | 192,459 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 1,240,824 | 1,403,747 | 162,922 |
| | **SUBTOTAL - LCFF Entitlement** | **5,095,637** | **5,345,869** | **250,231** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | 47,792 | 60,660 | 12,868 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 249,594 | 220,931 | (28,663) |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **297,386** | **281,591** | **(15,795)** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | 303,744 | 350,236 | 46,491 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 14,003 | 15,138 | 1,135 |
| 8560 | StateLotteryRev | 87,865 | 92,727 | 4,862 |
| 8590 | AllOthStateRev | 1,617,156 | 952,882 | (664,274) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **2,022,769** | **1,410,983** | **(611,786)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 5,000 | 12,000 | 7,000 |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **5,000** | **12,000** | **7,000** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,116 | 7,116 | - |
| 8803 Fundraising | 13,952 | 13,952 | (0) |
| **SUBTOTAL - Fundraising & Grants** | **21,068** | **21,068** | **(0)** |
| | | | |
| **TOTAL REVENUE** | **7,441,860** | **7,071,510** | **(370,350)** |
| | | | |
| **EXPENSES** | | | |
| | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 2,051,655 | 2,190,622 | 138,967 |
| 1200 Cert Aid | 157,027 | 174,090 | 17,063 |
| 1300 Cert Adminis | 422,518 | 468,526 | 46,008 |
| **SUBTOTAL - Certificated Salaries** | **2,631,200** | **2,833,238** | **202,039** |
| | | | |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 258,504 | 276,149 | 17,645 |
| 2200 Classified Support | 243,188 | 258,461 | 15,272 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 252,505 | 262,245 | 9,740 |
| 2900 OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **754,197** | **796,855** | **42,658** |
| | | | |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 431,326 | 450,172 | 18,846 |
| 3102 STRS-Classified | 32,280 | 53,340 | 21,061 |
| 3201 PERS-Cert | 92,796 | 107,287 | 14,491 |
| 3202 PERS-Classified | 76,351 | 93,285 | 16,935 |
| 3301 OASDI/Med-Cert | 59,037 | 64,573 | 5,536 |
| 3302 OASDI/Med-Class | 24,083 | 30,480 | 6,397 |
| 3401 HlthWelfareCert | 399,668 | 417,637 | 17,969 |
| 3402 HlthWelfareCert | 88,059 | 104,868 | 16,809 |
| 3501 UI-Certificated | 13,010 | 13,771 | 762 |
| 3502 UI-Classified | 36,865 | 3,124 | (33,741) |
| 3601 WorkersCmp-Cert | 24,838 | - | (24,838) |
| 3602 WorkersCmp-Class | 27,461 | - | (27,461) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **1,305,773** | **1,338,539** | **32,766** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 101,955 | 30,000 | (71,955) |
| 4200 BooksOthRefMats | 30,000 | 5,000 | (25,000) |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 24,810 | 24,810 | - |
| 4315 OthrSupplies | 5,830 | 5,830 | - |
| 4320 Office Supplies | 7,420 | 7,420 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 2,650 | 2,650 | - |
| 4335 PE Supplies | 2,120 | 2,120 | - |
| 4340 Educat Software | 61,585 | 53,120 | (8,465) |
| 4345 NonInstStdntSup | 44,110 | 44,110 | - |
| 4346 TeacherSupplies | 3,180 | 3,180 | - |
| 4350 Cust. Supplies | 1,060 | 1,060 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 16,960 | 16,960 | - |
| 4400 NonCapEquip-Gen | 2,120 | 2,120 | - |
| 4410 ClssrmFrnEqp<5k | 2,000 | 2,000 | - |
| 4430 OffceFurnEqp<5k | 2,000 | 2,000 | - |
| 4440 Computers <$5k | 2,000 | 2,000 | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 5,300 | 5,300 | - |
| 4710 Food | - | - | - |
| 4720 Food:Other Food | 14,840 | 14,840 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **329,939** | **224,519** | **(105,420)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 795,103 | 495,103 | (300,000) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | - | - | - |
| 5210 MilesParkTolls | 530 | 530 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 3,000 | 3,000 | - |
| 5300 DuesMemberships | 15,900 | 15,900 | - |
| 5450 Other Insurance | 57,211 | 57,211 | (0) |
| 5500 OpsHousekeeping | 14,240 | 14,240 | - |
| 5510 Gas & Electric | - | - | - |
| 5610 Rent & Leases | 368,858 | 330,350 | (38,508) |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 21,200 | 21,200 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 21,200 | 5,000 | (16,200) |
| 5800 ProfessServices | 164,426 | 169,231 | 4,805 |
| 5810 Legal | 26,500 | 10,000 | (16,500) |
| 5813 SchPrgAftSchool | 152,252 | 152,252 | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 31,500 | 31,500 | - |
| 5820 Audit & CPA | 9,010 | 9,010 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 31,800 | 31,800 | - |
| 5836 FieldTrip Trans | 23,900 | 23,900 | - |
| 5840 MarkngStdtRecrt | 30,000 | 5,000 | (25,000) |
| 5850 Oversight Fees | 50,400 | 50,400 | - |
| 5857 Payroll Fees | 21,200 | 21,200 | - |
| 5860 Service Fees | 4,240 | 4,240 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 11,130 | 6,890 | (4,240) |
| 5864 Prof Dev-Other | 23,852 | 18,552 | (5,300) |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 106,601 | 106,601 | - |
| 5870 Livescan | 530 | 530 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 108,000 | 53,000 | (55,000) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 5,300 | 5,300 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 58,300 | 58,300 | - |
| 5930 PostageDelivery | 7,420 | 7,420 | - |
| 5940 Technology | 41,635 | 41,910 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,205,238** | **1,749,570** | **(456,872)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Capital Outlay & Depreciation** | | | |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 95,959 | 39,329 | (56,630) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **95,959** | **39,329** | **(56,630)** |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| **TOTAL EXPENSES** | **7,322,306** | **6,982,050** | **(341,460)** |

**Monthly Cash Flow 2024-25**

| MSA-3 | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,694,774 | 2,850,929 | 2,776,996 | 3,221,665 | 3,101,591 | 2,933,335 | 3,106,108 | 3,031,405 | 2,863,149 | 3,061,213 | 2,996,664 | 2,853,699 | 2,710,735 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 220,972 | 220,972 | 220,972 | 220,972 | 220,972 | **2,578,007** |
| LCFF: EPA | - | - | 341,029 | - | - | 341,029 | - | - | 341,029 | - | - | - | 341,029 | **1,364,115** |
| LCFF: ILPT | - | 84,225 | 168,450 | 112,300 | 112,300 | 112,300 | 112,300 | 112,300 | 117,915 | 117,915 | 117,915 | 117,915 | 117,915 | **1,403,747** |
| Federal Revenue | - | - | 55,233 | - | - | - | 55,233 | - | - | 55,233 | - | - | 115,892 | **281,591** |
| Other State Revenues | 72,661 | 72,661 | 110,776 | 133,958 | 110,776 | 110,776 | 149,096 | 110,776 | 93,624 | 116,806 | 93,624 | 93,624 | 141,823 | **1,410,983** |
| Other Local Revenues | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | - | **33,068** |
| **Total Revenue** | **259,560** | **343,785** | **862,386** | **433,157** | **409,975** | **751,004** | **503,528** | **409,975** | **776,295** | **513,681** | **435,267** | **435,267** | **937,631** | **7,071,510** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 113,330 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 186,118 | **2,833,238** |
| Classified Salaries | 49,803 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | **796,855** |
| Benefits | 58,756 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 90,812 | **1,338,539** |
| Books and Supplies | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 8,981 | **224,519** |
| Services and Operations | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | **1,749,570** |
| Depreciation / Cap Outlay | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | - | **39,329** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **377,710** | **556,508** | **556,508** | **556,508** | **556,508** | **556,508** | **556,508** | **556,508** | **556,508** | **556,508** | **556,508** | **556,508** | **482,747** | **6,982,050** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 527,470 | 263,735 | 263,735 | | | | | | | | | | | **1,054,940** |
| Fixed Assets - Depreciation Addback | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | | **39,329** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (256,443) | (128,221) | (128,221) | | | | | | | | | | | **(512,885)** |
| Other | | - | - | - | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | | **(200,000)** |
| **Total Other Transactions** | **274,305** | **138,791** | **138,791** | **3,277** | **(21,723)** | **(21,723)** | **(21,723)** | **(21,723)** | **(21,723)** | **(21,723)** | **(21,723)** | **(21,723)** | | **381,384** |
| **Total Change in Cash** | **156,155** | **(73,932)** | **444,669** | **(120,074)** | **(168,256)** | **172,773** | **(74,703)** | **(168,256)** | **198,065** | **(64,550)** | **(142,964)** | **(142,964)** | | **470,844** |
| **ENDING CASH** | **2,850,929** | **2,776,996** | **3,221,665** | **3,101,591** | **2,933,335** | **3,106,108** | **3,031,405** | **2,863,149** | **3,061,213** | **2,996,664** | **2,853,699** | **2,710,735** | <<< = 142 days cash | |



Bar chart: ENDING CASH by month (Jul–Jun), y-axis from 2,400,000 to 3,400,000.

| 2024-25 July Budget | Annual Budget | |
|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 111 | 129 | 18.42 |

**SUMMARY**

**Revenue**

| | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
|---|---|---|---|
| LCFF Entitlement | 1,869,941 | 2,137,405 | 267,464 |
| Federal Revenue | 83,409 | 158,248 | 74,840 |
| Other State Revenues | 454,819 | 256,479 | (198,340) |
| Other Local Revenues | 294,863 | 319,552 | 24,689 |
| **Total Revenue** | **2,703,031** | **2,871,684** | **168,652** |

**Expenditures**

| | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
|---|---|---|---|
| Certificated Salaries | 1,158,051 | 1,179,753 | 21,702 |
| Classified Salaries | 208,726 | 234,875 | 26,149 |
| Benefits | 512,006 | 543,721 | 31,715 |
| Books and Supplies | 117,165 | 102,165 | (15,000) |
| Services and Operating Exp. | 796,519 | 726,288 | (71,436) |
| Depreciation & Cap Outlay | 32,104 | 10,910 | (21,193) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **2,824,571** | **2,797,712** | **(28,063)** |

| **Net Revenues** | **(121,540)** | **73,972** | **196,716** |
|---|---|---|---|

**Fund Balance**

| | 2023-24 Estimated Actuals | Proposed July Budget | |
|---|---|---|---|
| Beginning Balance (Budgeted) | 1,448,873 | 1,327,333 | |
| Net Revenues | (121,540) | 73,972 | |
| **Ending Fund Balance** | **1,327,333** | **1,401,305** | |

**Components of Fund Bal.**

| | | Proposed July Budget | |
|---|---|---|---|
| Available For Econ. Uncert. | | 1,081,710 | 38.7% of Expenditures |
| Restricted Balances (Est.) | | 298,520 | 10.7% of Expenditures |
| Net Fixed Assets | | 21,075 | 0.8% of Expenditures |
| **Ending Fund Balance** | | **1,401,305** | **50.1% of Expenditures** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

### REVENUE

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 1,081,866 | 1,158,878 | 77,012 |
| 8012 | EPA Entitlement | 390,707 | 492,153 | 101,446 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 397,368 | 486,374 | 89,006 |
| | **SUBTOTAL - LCFF Entitlement** | **1,869,941** | **2,137,405** | **267,464** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | - | - | - |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | 26,271 | 34,266 | 7,996 |
| 8290 | All Other Federal Revenue | 57,138 | 123,982 | 66,844 |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **83,409** | **158,248** | **74,840** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | - | - | - |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 5,264 | 5,961 | 697 |
| 8560 | StateLotteryRev | 26,887 | 32,127 | 5,240 |
| 8590 | AllOthStateRev | 422,669 | 218,391 | (204,277) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **454,819** | **256,479** | **(198,340)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | 179,143 | 179,143 | (0) |
| 8634 | StudentLunchFee | - | - | - |
| 8650 | Leases &Rentals | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | 104,104 | 10,285 | (93,819) |
| 8699 | Other Revenue | 500 | 119,009 | 118,509 |
| 8999 | Misc Revenue (Suspense) | 1,000 | 1,000 | - |
| | **SUBTOTAL - Local Revenue** | **284,747** | **309,436** | **24,689** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,116 | 7,116 | - |
| 8803 Fundraising | 3,000 | 3,000 | - |
| SUBTOTAL - Fundraising & Grants | **10,116** | **10,116** | **-** |
| | | | |
| **TOTAL REVENUE** | **2,703,031** | **2,871,684** | **168,652** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 763,640 | 744,901 | (18,739) |
| 1200 Cert Aid | 163,011 | 197,428 | 34,417 |
| 1300 Cert Adminis | 231,400 | 237,424 | 6,024 |
| SUBTOTAL - Certificated Salaries | **1,158,051** | **1,179,753** | **21,702** |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 43,740 | 45,430 | 1,690 |
| 2200 Classified Support | 25,264 | 41,378 | 16,114 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 139,722 | 148,068 | 8,346 |
| 2900 OtherClassStaff | - | - | - |
| SUBTOTAL - Classified Salaries | **208,726** | **234,875** | **26,149** |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 190,556 | 181,909 | (8,646) |
| 3102 STRS-Classified | 14,738 | 17,547 | 2,809 |
| 3201 PERS-Cert | 33,666 | 52,384 | 18,718 |
| 3202 PERS-Classified | 29,082 | 33,944 | 4,862 |
| 3301 OASDI/Med-Cert | 26,544 | 31,421 | 4,877 |
| 3302 OASDI/Med-Class | 10,452 | 12,303 | 1,852 |
| 3401 HlthWelfareCert | 156,043 | 159,503 | 3,460 |
| 3402 HlthWelfareCert | 27,607 | 31,762 | 4,155 |
| 3501 UI-Certificated | 6,267 | 5,732 | (535) |
| 3502 UI-Classified | 924 | 1,088 | 164 |
| 3601 WorkersCmp-Cert | 12,848 | 13,517 | 668 |
| 3602 WorkersCmp-Class | 3,281 | 2,612 | (668) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| SUBTOTAL - Employee Benefits | **512,006** | **543,721** | **31,715** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 27,000 | 32,000 | 5,000 |
| 4200 BooksOthRefMats | 22,000 | 2,000 | (20,000) |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 10,000 | 10,000 | - |
| 4315 OthrSupplies | - | - | - |
| 4320 Office Supplies | 8,000 | 8,000 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | - | - | - |
| 4335 PE Supplies | 2,000 | 2,000 | - |
| 4340 Educat Software | 22,320 | 22,320 | - |
| 4345 NonInstStdntSup | 10,145 | 10,145 | - |
| 4346 TeacherSupplies | 1,500 | 1,500 | - |
| 4350 Cust. Supplies | - | - | - |
| 4351 Yearbook | 1,000 | 1,000 | (0) |
| 4390 Uniforms | 5,000 | 5,000 | - |
| 4400 NonCapEquip-Gen | 2,000 | 2,000 | - |
| 4410 ClssrmFrnEqp<5k | 2,200 | 2,200 | - |
| 4430 OffceFurnEqp<5k | - | - | - |
| 4440 Computers <$5k | - | - | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | - | - | - |
| 4710 Food | 1,000 | 1,000 | - |
| 4720 Food:Other Food | 3,000 | 3,000 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **117,165** | **102,165** | **(15,000)** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA 4** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | | |
| 5101 | CMO Fees | 172,849 | 172,849 | 0 |
| 5200 | Travel - General | - | - | - |
| 5205 | Conference Fees | - | - | - |
| 5210 | MilesParkTolls | 1,000 | 1,000 | - |
| 5215 | TravConferences | - | - | - |
| 5220 | TraLodging | 1,000 | 1,000 | - |
| 5300 | DuesMemberships | 7,000 | 7,000 | - |
| 5450 | Other Insurance | 17,555 | 17,555 | - |
| 5500 | OpsHousekeeping | 8,000 | 8,000 | - |
| 5510 | Gas & Electric | - | - | - |
| 5610 | Rent & Leases | 150,000 | 150,000 | - |
| 5611 | Rent & Leases- Interest | - | - | - |
| 5620 | EquipmentLeases | 6,200 | 6,200 | - |
| 5621 | EquipmentLeases- Interest | - | - | - |
| 5630 | Reps&MaintBldng | 3,500 | 3,500 | (0) |
| 5800 | ProfessServices | 116,832 | 100,325 | (16,507) |
| 5810 | Legal | 20,000 | 20,000 | - |
| 5813 | SchPrgAftSchool | - | - | - |
| 5814 | SchPrgAcadComps | - | - | - |
| 5819 | SchlProgs-Other | 3,500 | 3,500 | (0) |
| 5820 | Audit & CPA | 9,000 | 9,000 | - |
| 5825 | DMSBusinessSvcs | - | - | - |
| 5835 | Field Trips | 10,000 | 10,000 | - |
| 5836 | FieldTrip Trans | 109,000 | 55,000 | (54,000) |
| 5840 | MarkngStdtRecrt | 15,000 | 15,000 | - |
| 5850 | Oversight Fees | 19,578 | 19,578 | - |
| 5857 | Payroll Fees | 9,000 | 9,000 | - |
| 5860 | Service Fees | 3,000 | 3,000 | - |
| 5861 | Prior Year Services | - | - | - |
| 5863 | Prof Developmnt | - | - | - |
| 5864 | Prof Dev-Other | 21,131 | 21,131 | - |
| 5865 | Professional Development LLM | - | - | - |
| 5869 | SpEd Ctrct Inst | 25,196 | 25,196 | - |
| 5870 | Livescan | 300 | 300 | - |
| 5872 | SPED Fees (incl Encroachment) | 14,489 | 14,489 | - |
| 5875 | Staff Recruiting | - | - | - |
| 5884 | Substitutes | 10,000 | 10,000 | - |
| 5890 | OthSvcsNon-Inst | - | - | - |
| 5900 | Communications | 3,000 | 3,000 | - |
| 5910 | Communications 2 | - | - | - |
| 5920 | TelecomInternet | 25,000 | 25,000 | (0) |
| 5930 | PostageDelivery | 3,000 | 3,000 | - |
| 5940 | Technology | 12,390 | 12,665 | 275 |
| 5990 | Prior Year Adj (Services) | - | - | - |
| | **SUBTOTAL - Services & Other Operating Exp** | **796,519** | **726,288** | **(71,436)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 32,104 | 10,910 | (21,193) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **32,104** | **10,910** | **(21,193)** |
| | | | |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **2,824,571** | **2,797,712** | **(28,063)** |

**Monthly Cash Flow 2024-25**

## MSA-4

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Accruals | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | |
| **BEGINNING CASH** | 849,434 | 1,056,087 | 1,102,575 | 1,341,015 | 1,297,402 | 1,245,758 | 1,317,152 | 1,310,496 | 1,258,852 | 1,344,816 | 1,346,769 | 1,309,694 | 1,256,836 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 99,332 | 99,332 | 99,332 | 99,332 | 99,332 | **1,158,878** |
| LCFF: EPA | - | - | 123,038 | - | - | 123,038 | - | - | 123,038 | - | - | - | 123,038 | **492,153** |
| LCFF: ILPT | - | 29,182 | 58,365 | 38,910 | 38,910 | 38,910 | 38,910 | 38,910 | 40,855 | 40,855 | 40,855 | 40,855 | 40,855 | **486,374** |
| Federal Revenue | 2,636 | 2,636 | 33,631 | 2,636 | 2,636 | 2,636 | 33,631 | 2,636 | 2,636 | 33,631 | 2,636 | 2,636 | 33,631 | **158,248** |
| Other State Revenues | 10,920 | 10,920 | 19,655 | 27,687 | 19,655 | 19,655 | 33,648 | 19,655 | 15,724 | 23,756 | 15,724 | 15,724 | 23,756 | **256,479** |
| Other Local Revenues | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | - | **319,552** |
| **Total Revenue** | 122,962 | 152,144 | 344,096 | 178,639 | 170,607 | 293,646 | 215,595 | 170,607 | 308,215 | 224,204 | 185,177 | 185,177 | 320,613 | **2,871,684** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 47,190 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 77,499 | **1,179,753** |
| Classified Salaries | 14,680 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | **234,875** |
| Benefits | 23,587 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 36,734 | **543,721** |
| Books and Supplies | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 4,087 | **102,165** |
| Services and Operations | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | **726,288** |
| Depreciation / Cap Outlay | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | - | **10,910** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | 150,408 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 192,537 | **2,797,712** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 337,872 | 168,936 | 168,936 | | | | | | | | | | | **675,744** |
| Fixed Assets - Depreciation Addback | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | | **10,910** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (104,682) | (52,341) | (52,341) | | | | | | | | | | | **(209,364)** |
| Other | | | - | - | - | - | - | - | - | - | - | (15,784) | | **(15,784)** |
| **Total Other Transactions** | 234,099 | 117,504 | 117,504 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | (14,875) | | **461,506** |
| **Total Change in Cash** | 206,653 | 46,488 | 238,440 | (43,612) | (51,644) | 71,394 | (6,656) | (51,644) | 85,964 | 1,953 | (37,074) | (52,858) | | **535,478** |
| **ENDING CASH** | 1,056,087 | 1,102,575 | 1,341,015 | 1,297,402 | 1,245,758 | 1,317,152 | 1,310,496 | 1,258,852 | 1,344,816 | 1,346,769 | 1,309,694 | 1,256,836 | | |

<<< = 164 days cash

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 196 | 220 | 24.07 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 3,050,834 | 3,501,133 | 450,300 |
| Federal Revenue | 451,542 | 341,709 | (109,833) |
| Other State Revenues | 1,336,970 | 1,019,714 | (317,256) |
| Other Local Revenues | 29,713 | 41,713 | 12,000 |
| **Total Revenue** | **4,869,059** | **4,904,270** | **35,210** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 1,636,979 | 1,716,356 | 79,377 |
| Classified Salaries | 567,890 | 683,818 | 115,928 |
| Benefits | 775,205 | 890,913 | 115,709 |
| Books and Supplies | 343,285 | 272,185 | (71,100) |
| Services and Operating Exp. | 1,222,071 | 1,257,457 | 35,386 |
| Depreciation & Cap Outlay | 65,241 | 24,179 | (41,062) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **4,610,670** | **4,844,908** | **234,238** |
| | | | |
| **Net Revenues** | **258,389** | **59,361** | **(199,028)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 5,303,440 | 5,561,829 | |
| Net Revenues | 258,389 | 59,361 | |
| **Ending Fund Balance** | **5,561,829** | **5,621,191** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 3,147,947 | 65.0% of Expenditures |
| Restricted Balances (Est.) | | 81,123 | 1.7% of Expenditures |
| Net Fixed Assets | | 2,392,121 | 49.4% of Expenditures |
| **Ending Fund Balance** | | **5,621,191** | **116.0% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 1,728,504 | 1,869,853 | 141,349 |
| 8012 | EPA Entitlement | 641,499 | 803,085 | 161,586 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 680,831 | 828,195 | 147,365 |
| | **SUBTOTAL - LCFF Entitlement** | **3,050,834** | **3,501,133** | **450,300** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | 30,012 | 33,994 | 3,983 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 421,530 | 307,715 | (113,815) |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **451,542** | **341,709** | **(109,833)** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | 169,710 | 206,637 | 36,927 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 7,651 | 8,680 | 1,029 |
| 8560 | StateLotteryRev | 49,093 | 54,708 | 5,616 |
| 8590 | AllOthStateRev | 1,110,517 | 749,688 | (360,829) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **1,336,970** | **1,019,714** | **(317,256)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | - | 12,000 | 12,000 |
| 8660 | Interest | 12,000 | 12,000 | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 3,000 | 3,000 | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **15,000** | **27,000** | **12,000** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,116 | 7,116 | - |
| 8803 Fundraising | 7,597 | 7,597 | (0) |
| **SUBTOTAL - Fundraising & Grants** | **14,713** | **14,713** | **(0)** |
| | | | |
| **TOTAL REVENUE** | **4,869,059** | **4,904,270** | **35,210** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 1,203,936 | 1,263,394 | 59,458 |
| 1200 Cert Aid | 66,291 | 84,238 | 17,947 |
| 1300 Cert Adminis | 366,752 | 368,724 | 1,972 |
| **SUBTOTAL - Certificated Salaries** | **1,636,979** | **1,716,356** | **79,377** |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 297,359 | 341,218 | 43,859 |
| 2200 Classified Support | 128,464 | 198,026 | 69,562 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 142,066 | 144,574 | 2,508 |
| 2900 OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **567,890** | **683,818** | **115,928** |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 255,234 | 262,638 | 7,404 |
| 3102 STRS-Classified | 49,941 | 57,215 | 7,274 |
| 3201 PERS-Cert | 29,179 | 49,631 | 20,452 |
| 3202 PERS-Classified | 55,391 | 85,345 | 29,954 |
| 3301 OASDI/Med-Cert | 27,753 | 34,163 | 6,410 |
| 3302 OASDI/Med-Class | 19,597 | 28,947 | 9,350 |
| 3401 HlthWelfareCert | 239,197 | 239,708 | 511 |
| 3402 HlthWelfareCert | 63,759 | 96,794 | 33,035 |
| 3501 UI-Certificated | 7,222 | 7,794 | 573 |
| 3502 UI-Classified | 2,333 | 3,078 | 745 |
| 3601 WorkersCmp-Cert | 16,992 | 18,574 | 1,583 |
| 3602 WorkersCmp-Class | 8,607 | 7,025 | (1,583) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **775,205** | **890,913** | **115,709** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 72,320 | 35,000 | (37,320) |
| 4200 BooksOthRefMats | 9,010 | 9,010 | - |
| 4300 Materials and Supplies | 40,000 | 20,000 | (20,000) |
| 4310 Ins Mats & Sups | 9,541 | 9,541 | - |
| 4315 OthrSupplies | 1,060 | 1,060 | - |
| 4320 Office Supplies | 18,020 | 18,020 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 20,000 | 20,000 | - |
| 4335 PE Supplies | 18,020 | 18,020 | - |
| 4340 Educat Software | 50,658 | 50,658 | - |
| 4345 NonInstStdntSup | 29,556 | 29,556 | - |
| 4346 TeacherSupplies | 6,360 | 6,360 | - |
| 4350 Cust. Supplies | 1,060 | 1,060 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 20,000 | 20,000 | - |
| 4400 NonCapEquip-Gen | 1,060 | 1,060 | - |
| 4410 ClssrmFrnEqp<5k | 1,060 | 1,060 | - |
| 4430 OffceFurnEqp<5k | 4,240 | 4,240 | - |
| 4440 Computers <$5k | 13,780 | - | (13,780) |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 7,420 | 7,420 | - |
| 4710 Food | 6,000 | 6,000 | - |
| 4720 Food:Other Food | 14,120 | 14,120 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **343,285** | **272,185** | **(71,100)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 207,418 | 207,418 | (0) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 1,590 | 1,590 | - |
| 5210 MilesParkTolls | 1,060 | 1,060 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 4,240 | 4,240 | - |
| 5300 DuesMemberships | 10,600 | 10,600 | - |
| 5450 Other Insurance | 43,471 | 43,471 | - |
| 5500 OpsHousekeeping | 10,600 | 40,000 | 29,400 |
| 5510 Gas & Electric | 10,600 | 10,600 | - |
| 5610 Rent & Leases | 213,576 | 213,576 | - |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 5,300 | 5,300 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 30,000 | 10,000 | (20,000) |
| 5800 ProfessServices | 186,493 | 209,344 | 22,851 |
| 5810 Legal | 21,200 | 21,200 | - |
| 5813 SchPrgAftSchool | - | - | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 22,461 | 22,461 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 41,430 | 67,650 | 26,220 |
| 5836 FieldTrip Trans | 6,360 | 16,000 | 9,640 |
| 5840 MarkngStdtRecrt | 42,400 | 42,400 | - |
| 5850 Oversight Fees | 34,354 | 34,354 | - |
| 5857 Payroll Fees | 15,900 | 15,900 | - |
| 5860 Service Fees | 1,060 | 1,060 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 17,317 | 17,317 | - |
| 5864 Prof Dev-Other | 15,900 | 15,900 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 130,247 | 130,247 | (0) |
| 5870 Livescan | 795 | 795 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 83,000 | 50,000 | (33,000) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 3,180 | 3,180 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 21,200 | 21,200 | - |
| 5930 PostageDelivery | 4,240 | 4,240 | - |
| 5940 Technology | 26,539 | 26,814 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **1,222,071** | **1,257,457** | **35,386** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 65,241 | 24,179 | (41,062) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **65,241** | **24,179** | **(41,062)** |
| | | | |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **4,610,670** | **4,844,908** | **234,238** |

**Monthly Cash Flow 2024-25**

## MSA-5

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 6,807,944 | 6,827,987 | 6,706,610 | 6,770,673 | 6,570,317 | 6,300,707 | 6,231,867 | 6,117,120 | 5,847,509 | 5,795,200 | 5,632,726 | 5,379,646 | 5,098,178 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 160,273 | 160,273 | 160,273 | 160,273 | 160,273 | **1,869,853** |
| LCFF: EPA | - | - | 200,771 | - | - | 200,771 | - | - | 200,771 | - | - | - | 200,771 | **803,085** |
| LCFF: ILPT | - | 49,692 | 99,383 | 66,256 | 66,256 | 66,256 | 66,256 | 66,256 | 69,568 | 69,568 | 69,568 | 69,568 | 69,568 | **828,195** |
| Federal Revenue | - | - | 76,929 | - | - | - | 76,929 | - | - | 76,929 | - | - | 110,923 | **341,709** |
| Other State Revenues | 52,244 | 52,244 | 82,232 | 95,909 | 82,232 | 82,232 | 104,589 | 82,232 | 68,737 | 82,414 | 68,737 | 68,737 | 97,174 | **1,019,714** |
| Other Local Revenues | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | - | **41,713** |
| **Total Revenue** | **189,281** | **238,973** | **596,352** | **299,202** | **285,524** | **486,296** | **384,810** | **285,524** | **502,826** | **392,661** | **302,055** | **302,055** | **638,710** | **4,904,270** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 68,654 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 112,749 | **1,716,356** |
| Classified Salaries | 42,739 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | **683,818** |
| Benefits | 40,613 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 61,275 | **890,913** |
| Books and Supplies | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 10,887 | **272,185** |
| Services and Operations | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | **1,257,457** |
| Depreciation / Cap Outlay | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | - | **24,179** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **272,523** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **335,063** | **4,844,908** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 266,065 | 133,032 | 133,032 | | | | | | | | | | | **532,129** |
| Fixed Assets - Depreciation Addback | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | | **24,179** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (220,372) | (110,186) | (110,186) | | | | | | | | | | | **(440,744)** |
| Other | 55,578 | | (171,939) | (116,361) | (171,939) | (171,939) | (116,361) | (171,939) | (171,939) | (171,939) | (171,939) | (200,327) | | **(1,581,044)** |
| **Total Other Transactions** | **103,285** | **24,861** | **(147,078)** | **(114,346)** | **(169,924)** | **(169,924)** | **(114,346)** | **(169,924)** | **(169,924)** | **(169,924)** | **(169,924)** | **(198,312)** | | **(1,465,480)** |
| **Total Change in Cash** | **20,043** | **(121,377)** | **64,063** | **(200,356)** | **(269,611)** | **(68,839)** | **(114,747)** | **(269,611)** | **(52,309)** | **(162,474)** | **(253,080)** | **(281,468)** | | **(1,406,119)** |
| **ENDING CASH** | **6,827,987** | **6,706,610** | **6,770,673** | **6,570,317** | **6,300,707** | **6,231,867** | **6,117,120** | **5,847,509** | **5,795,200** | **5,632,726** | **5,379,646** | **5,098,178** | <<< = 384 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 104 | 112 | 8.71 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 1,486,640 | 1,622,980 | 136,340 |
| Federal Revenue | 188,534 | 171,272 | (17,262) |
| Other State Revenues | 607,421 | 570,405 | (37,016) |
| Other Local Revenues | 118,428 | 133,203 | 14,775 |
| **Total Revenue** | **2,401,023** | **2,497,861** | **96,837** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 797,356 | 898,270 | 100,914 |
| Classified Salaries | 247,184 | 275,738 | 28,554 |
| Benefits | 389,274 | 439,144 | 49,869 |
| Books and Supplies | 108,452 | 108,452 | (0) |
| Services and Operating Exp. | 841,962 | 748,890 | (93,072) |
| Depreciation & Cap Outlay | 15,470 | 2,838 | (12,632) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **2,399,699** | **2,473,332** | **73,633** |
| | | | |
| **Net Revenues** | **1,325** | **24,529** | **23,204** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 2,848,933 | 2,850,258 | |
| Net Revenues | 1,325 | 24,529 | |
| **Ending Fund Balance** | **2,850,258** | **2,874,786** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 2,208,299 | 89.3% of Expenditures |
| Restricted Balances (Est.) | | 660,417 | 26.7% of Expenditures |
| Net Fixed Assets | | 6,070 | 0.2% of Expenditures |
| **Ending Fund Balance** | | **2,874,786** | **116.2% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **REVENUE** | | | |
| **LCFF Entitlement** | | | |
| 8011 State Aid | 793,867 | 820,307 | 26,440 |
| 8012 EPA Entitlement | 327,866 | 379,408 | 51,542 |
| 8019 Prior Year Adjustments | - | - | - |
| 8096 InLieuPropTaxes | 364,907 | 423,265 | 58,358 |
| **SUBTOTAL - LCFF Entitlement** | **1,486,640** | **1,622,980** | **136,340** |
| | | | |
| **Federal Revenue** | | | |
| 8181 SpEd - Revenue | - | - | - |
| 8220 SchLunchFederal | - | - | - |
| 8285 SpEd - Revenue | 24,557 | 29,821 | 5,265 |
| 8290 All Other Federal Revenue | 163,977 | 141,451 | (22,526) |
| 8295 Prior Year Adjustments (Fed Rev) | - | - | - |
| **SUBTOTAL - Federal Revenue** | **188,534** | **171,272** | **(17,262)** |
| | | | |
| **Other State Revenue** | | | |
| 8311 SpEd Revenue | - | - | - |
| 8520 SchoolNutrState | - | - | - |
| 8550 MandCstReimburs | 2,004 | 2,246 | 242 |
| 8560 StateLotteryRev | 25,133 | 27,960 | 2,827 |
| 8590 AllOthStateRev | 580,284 | 540,200 | (40,085) |
| 8595 Prior Year Adjustments (Other State Rev) | - | - | - |
| **SUBTOTAL - Other State Revenue** | **607,421** | **570,405** | **(37,016)** |
| | | | |
| **Local Revenue** | | | |
| 8600 Other Local Rev | - | - | - |
| 8634 StudentLunchFee | - | - | - |
| 8650 Leases &Rentals | - | - | - |
| 8660 Interest | - | - | - |
| 8698 OthRev-Suspense | - | - | - |
| 8690 Prior Year Adj (Local1) | - | - | - |
| 8677 SpEd Revenue | 97,312 | 8,951 | (88,362) |
| 8699 Other Revenue | 2,000 | 105,137 | 103,137 |
| 8999 Misc Revenue (Suspense) | - | - | - |
| **SUBTOTAL - Local Revenue** | **99,312** | **114,087** | **14,775** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802    Donations - Private | 7,116 | 7,116 | - |
| 8803    Fundraising | 12,000 | 12,000 | - |
| **SUBTOTAL - Fundraising & Grants** | **19,116** | **19,116** | **-** |
| | | | |
| **TOTAL REVENUE** | **2,401,023** | **2,497,861** | **96,837** |
| | | | |
| **EXPENSES** | | | |
| | | | |
| **Certificated Salaries** | | | |
| 1100    TeacherSalaries | 576,232 | 597,881 | 21,649 |
| 1200    Cert Aid | - | 73,217 | 73,217 |
| 1300    Cert Adminis | 221,124 | 227,172 | 6,048 |
| **SUBTOTAL - Certificated Salaries** | **797,356** | **898,270** | **100,914** |
| | | | |
| **Classified Salaries** | | | |
| 2100    Instructional Aides | 15,250 | 15,250 | - |
| 2200    Classified Support | 146,946 | 172,160 | 25,214 |
| 2300    Classified Admin | - | - | - |
| 2400    Clerical & Tech | 84,988 | 88,328 | 3,340 |
| 2900    OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **247,184** | **275,738** | **28,554** |
| | | | |
| **Employee Benefits** | | | |
| 3101    STRS-Certified | 136,288 | 144,062 | 7,774 |
| 3102    STRS-Classified | 9,413 | 20,428 | 11,015 |
| 3201    PERS-Cert | 12,271 | 27,734 | 15,463 |
| 3202    PERS-Classified | 46,768 | 42,198 | (4,571) |
| 3301    OASDI/Med-Cert | 13,823 | 18,795 | 4,971 |
| 3302    OASDI/Med-Class | 13,966 | 13,507 | (459) |
| 3401    HlthWelfareCert | 96,065 | 111,209 | 15,144 |
| 3402    HlthWelfareCert | 39,379 | 39,217 | (162) |
| 3501    UI-Certificated | 3,795 | 4,285 | 490 |
| 3502    UI-Classified | 1,113 | 1,316 | 204 |
| 3601    WorkersCmp-Cert | 8,924 | 11,655 | 2,731 |
| 3602    WorkersCmp-Class | 7,471 | 4,739 | (2,732) |
| 3701    Other Retirement-Cert | - | - | - |
| 3901    OthBenes-Cert | - | - | - |
| 3902    OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **389,274** | **439,144** | **49,869** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 34,000 | 34,000 | (0) |
| 4200 BooksOthRefMats | - | - | - |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 2,120 | 2,120 | - |
| 4315 OthrSupplies | - | - | - |
| 4320 Office Supplies | 4,240 | 4,240 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 1,378 | 1,378 | - |
| 4335 PE Supplies | 1,060 | 1,060 | - |
| 4340 Educat Software | 21,356 | 21,356 | (0) |
| 4345 NonInstStdntSup | 26,808 | 26,808 | - |
| 4346 TeacherSupplies | 5,300 | 5,300 | - |
| 4350 Cust. Supplies | 2,120 | 2,120 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 4,240 | 4,240 | (0) |
| 4400 NonCapEquip-Gen | 1,060 | 1,060 | - |
| 4410 ClssrmFrnEqp<5k | - | - | - |
| 4430 OffceFurnEqp<5k | 530 | 530 | - |
| 4440 Computers <$5k | - | - | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | - | - | - |
| 4710 Food | - | - | - |
| 4720 Food:Other Food | 4,240 | 4,240 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **108,452** | **108,452** | **(0)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 172,849 | 172,849 | 0 |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 530 | 530 | - |
| 5210 MilesParkTolls | 530 | 530 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 530 | 530 | (0) |
| 5300 DuesMemberships | 2,650 | 2,650 | - |
| 5450 Other Insurance | 22,033 | 22,033 | 0 |
| 5500 OpsHousekeeping | 13,780 | 13,780 | - |
| 5510 Gas & Electric | 530 | 530 | (0) |
| 5610 Rent & Leases | 131,464 | 131,464 | 0 |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 7,632 | 7,632 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 2,120 | 2,120 | - |
| 5800 ProfessServices | 125,416 | 62,069 | (63,347) |
| 5810 Legal | 8,500 | 8,500 | - |
| 5813 SchPrgAftSchool | 66,228 | 66,228 | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 2,120 | 2,120 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | - | - | - |
| 5836 FieldTrip Trans | 120,000 | 90,000 | (30,000) |
| 5840 MarkngStdtRecrt | 530 | 530 | (0) |
| 5850 Oversight Fees | 15,105 | 15,105 | (0) |
| 5857 Payroll Fees | 9,540 | 9,540 | - |
| 5860 Service Fees | 1,590 | 1,590 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 20,555 | 20,555 | - |
| 5864 Prof Dev-Other | 4,985 | 4,985 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 24,557 | 24,557 | (0) |
| 5870 Livescan | 424 | 424 | - |
| 5872 SPED Fees (incl Encroachment) | 19,575 | 19,575 | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 20,000 | 20,000 | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 1,590 | 1,590 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 20,000 | 20,000 | - |
| 5930 PostageDelivery | 1,060 | 1,060 | - |
| 5940 Technology | 15,999 | 16,274 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **841,962** | **748,890** | **(93,072)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400      EquipFixed | - | - | - |
| 6900      Depreciation | 15,470 | 2,838 | (12,632) |
|      **SUBTOTAL - Capital Outlay & Depreciation** | **15,470** | **2,838** | **(12,632)** |
| | | | |
| **Other Outflows** | | | |
| 7299      Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310      Indirect Costs | - | - | - |
| 7438      InterestExpense | - | - | - |
|      **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **2,399,699** | **2,473,332** | **73,633** |

**Monthly Cash Flow 2024-25**

| MSA-6 | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,510,094 | 2,635,051 | 2,645,830 | 2,833,827 | 2,799,047 | 2,733,220 | 2,762,246 | 2,741,018 | 2,675,191 | 2,707,905 | 2,688,119 | 2,625,980 | 2,563,842 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 70,312 | 70,312 | 70,312 | 70,312 | 70,312 | **820,307** |
| LCFF: EPA | - | - | 94,852 | - | - | 94,852 | - | - | 94,852 | - | - | - | 94,852 | **379,408** |
| LCFF: ILPT | - | 25,396 | 50,792 | 33,861 | 33,861 | 33,861 | 33,861 | 33,861 | 35,554 | 35,554 | 35,554 | 35,554 | 35,554 | **423,265** |
| Federal Revenue | 2,294 | 2,294 | 37,657 | 2,294 | 2,294 | 2,294 | 37,657 | 2,294 | 2,294 | 37,657 | 2,294 | 2,294 | 37,657 | **171,272** |
| Other State Revenues | 27,010 | 27,010 | 48,618 | 55,608 | 48,618 | 48,618 | 57,854 | 48,618 | 38,894 | 45,884 | 38,894 | 38,894 | 45,884 | **570,405** |
| Other Local Revenues | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | - | **133,203** |
| **Total Revenue** | 98,998 | 124,393 | 301,612 | 161,457 | 154,467 | 249,319 | 199,065 | 154,467 | 253,007 | 200,508 | 158,155 | 158,155 | 284,259 | 2,497,861 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 35,931 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 59,008 | **898,270** |
| Classified Salaries | 17,234 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | **275,738** |
| Benefits | 19,838 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 30,103 | **439,144** |
| Books and Supplies | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 4,338 | **108,452** |
| Services and Operations | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | **748,890** |
| Depreciation / Cap Outlay | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | - | **2,838** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | 139,522 | 196,474 | 196,474 | 196,474 | 196,474 | 196,474 | 196,474 | 196,474 | 196,474 | 196,474 | 196,474 | 196,474 | 172,599 | 2,473,332 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 251,953 | 125,976 | 125,976 | | | | | | | | | | | **503,905** |
| Fixed Assets - Depreciation Addback | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | | **2,838** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (86,708) | (43,354) | (43,354) | | | | | | | | | | | **(173,415)** |
| Other | | | - | - | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | | **(192,448)** |
| **Total Other Transactions** | 165,481 | 82,859 | 82,859 | 236 | (23,820) | (23,820) | (23,820) | (23,820) | (23,820) | (23,820) | (23,820) | (23,820) | | 140,880 |
| **Total Change in Cash** | 124,957 | 10,779 | 187,997 | (34,781) | (65,826) | 29,025 | (21,228) | (65,826) | 32,714 | (19,786) | (62,138) | (62,138) | | 165,409 |
| **ENDING CASH** | 2,635,051 | 2,645,830 | 2,833,827 | 2,799,047 | 2,733,220 | 2,762,246 | 2,741,018 | 2,675,191 | 2,707,905 | 2,688,119 | 2,625,980 | 2,563,842 | | <<< = 378 days cash |

| 2024-25 July Budget | Annual Budget | |
|---|---|---|
| **MSA 7** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 262 | 269 | 6.29 |

**SUMMARY**

**Revenue**

| | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
|---|---|---|---|
| LCFF Entitlement | 3,833,581 | 4,026,884 | 193,303 |
| Federal Revenue | 299,687 | 315,432 | 15,744 |
| Other State Revenues | 2,043,668 | 1,536,985 | (506,683) |
| Other Local Revenues | 273,519 | 292,745 | 19,227 |
| **Total Revenue** | **6,450,455** | **6,172,046** | **(278,409)** |

**Expenditures**

| | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
|---|---|---|---|
| Certificated Salaries | 1,733,733 | 1,776,472 | 42,739 |
| Classified Salaries | 801,890 | 928,555 | 126,665 |
| Benefits | 848,545 | 921,088 | 72,543 |
| Books and Supplies | 265,174 | 208,078 | (57,096) |
| Services and Operating Exp. | 2,622,060 | 2,264,396 | (357,664) |
| Depreciation & Cap Outlay | 65,478 | 45,363 | (20,115) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **6,336,879** | **6,143,952** | **(192,927)** |
| **Net Revenues** | **113,576** | **28,094** | **(85,482)** |

| Fund Balance | | | |
|---|---|---|---|
| Beginning Balance (Budgeted) | 3,259,094 | 3,372,670 | |
| Net Revenues | 113,576 | 28,094 | |
| **Ending Fund Balance** | **3,372,670** | **3,400,765** | |

| Components of Fund Bal. | | | |
|---|---|---|---|
| Available For Econ. Uncert. | | 2,577,384 | 41.9% of Expenditures |
| Restricted Balances (Est.) | | 763,318 | 12.4% of Expenditures |
| Net Fixed Assets | | 60,063 | 1.0% of Expenditures |
| **Ending Fund Balance** | | **3,400,765** | **55.4% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 2,107,652 | 2,167,307 | 59,655 |
| 8012 | EPA Entitlement | 803,212 | 847,440 | 44,228 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 922,717 | 1,012,137 | 89,420 |
| | **SUBTOTAL - LCFF Entitlement** | **3,833,581** | **4,026,884** | **193,303** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | - | - | - |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | 62,787 | 71,313 | 8,526 |
| 8290 | All Other Federal Revenue | 236,900 | 244,119 | 7,219 |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **299,687** | **315,432** | **15,744** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | - | - | - |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 5,123 | 5,370 | 248 |
| 8560 | StateLotteryRev | 64,261 | 66,861 | 2,600 |
| 8590 | AllOthStateRev | 1,974,285 | 1,464,754 | (509,531) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **2,043,668** | **1,536,985** | **(506,683)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | - | - | - |
| 8634 | StudentLunchFee | 2,000 | 2,000 | - |
| 8650 | Leases &Rentals | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | 248,810 | 21,404 | (227,406) |
| 8699 | Other Revenue | 10,000 | 256,633 | 246,633 |
| 8999 | Misc Revenue (Suspense) | 1,000 | 1,000 | - |
| | **SUBTOTAL - Local Revenue** | **261,810** | **281,037** | **19,227** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802     Donations - Private | 7,116 | 7,116 | - |
| 8803     Fundraising | 4,593 | 4,593 | (0) |
|     **SUBTOTAL - Fundraising & Grants** | **11,709** | **11,709** | **(0)** |
| | | | |
| **TOTAL REVENUE** | **6,450,455** | **6,172,046** | **(278,409)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100     TeacherSalaries | 1,307,779 | 1,328,286 | 20,507 |
| 1200     Cert Aid | 85,844 | 88,858 | 3,014 |
| 1300     Cert Adminis | 340,110 | 359,328 | 19,218 |
|     **SUBTOTAL - Certificated Salaries** | **1,733,733** | **1,776,472** | **42,739** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Classified Salaries** | | | |
| 2100    Instructional Aides | 417,076 | 463,680 | 46,604 |
| 2200    Classified Support | 159,190 | 190,020 | 30,830 |
| 2300    Classified Admin | - | - | - |
| 2400    Clerical & Tech | 197,890 | 205,616 | 7,726 |
| 2900    OtherClassStaff | 27,733 | 69,239 | 41,506 |
| **SUBTOTAL - Classified Salaries** | **801,890** | **928,555** | **126,665** |
| | | | |
| **Employee Benefits** | | | |
| 3101    STRS-Certified | 285,187 | 268,216 | (16,971) |
| 3102    STRS-Classified | 35,880 | 62,017 | 26,138 |
| 3201    PERS-Cert | 42,362 | 62,668 | 20,307 |
| 3202    PERS-Classified | 101,726 | 120,288 | 18,561 |
| 3301    OASDI/Med-Cert | 33,653 | 38,222 | 4,569 |
| 3302    OASDI/Med-Class | 31,546 | 40,754 | 9,208 |
| 3401    HlthWelfareCert | 225,050 | 224,433 | (617) |
| 3402    HlthWelfareCert | 59,322 | 69,711 | 10,389 |
| 3501    UI-Certificated | 8,250 | 8,182 | (68) |
| 3502    UI-Classified | 2,823 | 3,851 | 1,028 |
| 3601    WorkersCmp-Cert | 2,602 | 9,444 | 6,841 |
| 3602    WorkersCmp-Class | 20,144 | 13,302 | (6,841) |
| 3701    Other Retirement-Cert | - | - | - |
| 3901    OthBenes-Cert | - | - | - |
| 3902    OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **848,545** | **921,088** | **72,543** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 59,436 | 30,000 | (29,436) |
| 4200 BooksOthRefMats | 2,160 | 2,160 | (0) |
| 4300 Materials and Supplies | 7,000 | 7,000 | (0) |
| 4310 Ins Mats & Sups | 19,540 | 19,540 | - |
| 4315 OthrSupplies | 2,000 | 2,000 | - |
| 4320 Office Supplies | 20,520 | 20,520 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 2,000 | 2,000 | - |
| 4335 PE Supplies | 1,620 | 1,620 | - |
| 4340 Educat Software | 35,675 | 35,675 | 0 |
| 4345 NonInstStdntSup | 28,482 | 28,482 | (0) |
| 4346 TeacherSupplies | 1,080 | 1,080 | (0) |
| 4350 Cust. Supplies | 21,600 | 21,600 | (0) |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 9,720 | 9,720 | - |
| 4400 NonCapEquip-Gen | 22,400 | 10,000 | (12,400) |
| 4410 ClssrmFrnEqp<5k | 5,400 | - | (5,400) |
| 4430 OffceFurnEqp<5k | 2,160 | - | (2,160) |
| 4440 Computers <$5k | 12,700 | 5,000 | (7,700) |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | - | - | - |
| 4710 Food | 5,400 | 5,400 | - |
| 4720 Food:Other Food | 5,400 | 5,400 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | 880 | 880 | - |
| **SUBTOTAL - Books and Supplies** | **265,174** | **208,078** | **(57,096)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 553,115 | 253,115 | (300,000) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 1,080 | - | (1,080) |
| 5210 MilesParkTolls | 1,080 | 3,000 | 1,920 |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 2,000 | 3,000 | 1,000 |
| 5300 DuesMemberships | 10,800 | 10,800 | - |
| 5450 Other Insurance | 62,100 | 62,100 | - |
| 5500 OpsHousekeeping | 39,960 | 15,000 | (24,960) |
| 5510 Gas & Electric | 66,960 | 66,960 | - |
| 5610 Rent & Leases | 303,000 | 350,000 | 47,000 |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 15,120 | 15,120 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 104,840 | 40,000 | (64,840) |
| 5800 ProfessServices | 225,199 | 234,835 | 9,636 |
| 5810 Legal | 10,800 | 10,800 | - |
| 5813 SchPrgAftSchool | 10,800 | 10,800 | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 588,119 | 601,505 | 13,386 |
| 5820 Audit & CPA | 9,720 | 9,720 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 24,840 | 24,840 | (0) |
| 5836 FieldTrip Trans | - | - | - |
| 5840 MarkngStdtRecrt | 27,000 | 27,000 | (0) |
| 5850 Oversight Fees | 37,491 | 37,491 | - |
| 5857 Payroll Fees | 16,200 | 16,200 | - |
| 5860 Service Fees | 1,620 | 1,620 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 26,460 | 26,460 | (0) |
| 5864 Prof Dev-Other | 16,200 | 16,200 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 225,818 | 225,818 | (0) |
| 5870 Livescan | 1,080 | 1,080 | (0) |
| 5872 SPED Fees (incl Encroachment) | 55,080 | 55,080 | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 123,000 | 83,000 | (40,000) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 2,160 | 2,160 | (0) |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 23,760 | 23,760 | - |
| 5930 PostageDelivery | 2,700 | 2,700 | - |
| 5940 Technology | 33,957 | 34,232 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,622,060** | **2,264,396** | **(357,664)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400      EquipFixed | - | - | - |
| 6900      Depreciation | 65,478 | 45,363 | (20,115) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **65,478** | **45,363** | **(20,115)** |
| | | | |
| **Other Outflows** | | | |
| 7299      Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310      Indirect Costs | - | - | - |
| 7438      InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **6,336,879** | **6,143,952** | **(192,927)** |

**Monthly Cash Flow 2024-25**

## MSA-7

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,211,085 | 2,349,163 | 2,307,082 | 2,657,209 | 2,589,345 | 2,504,765 | 2,632,046 | 2,630,582 | 2,546,002 | 2,681,927 | 2,683,737 | 2,607,802 | 2,505,962 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 185,769 | 185,769 | 185,769 | 185,769 | 185,769 | 2,167,307 |
| LCFF: EPA | - | - | 211,860 | - | - | 211,860 | - | - | 211,860 | - | - | - | 211,860 | 847,440 |
| LCFF: ILPT | - | 60,728 | 121,456 | 80,971 | 80,971 | 80,971 | 80,971 | 80,971 | 85,020 | 85,020 | 85,020 | 85,020 | 85,020 | 1,012,137 |
| Federal Revenue | 5,486 | 5,486 | 66,515 | 5,486 | 5,486 | 5,486 | 66,515 | 5,486 | 5,486 | 66,515 | 5,486 | 5,486 | 66,515 | 315,432 |
| Other State Revenues | 73,238 | 73,238 | 131,828 | 148,543 | 131,828 | 131,828 | 153,913 | 131,828 | 105,462 | 122,177 | 105,462 | 105,462 | 122,177 | 1,536,985 |
| Other Local Revenues | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 2,000 | 292,745 |
| **Total Revenue** | 257,760 | 318,488 | 710,696 | 414,036 | 397,321 | 609,181 | 480,436 | 397,321 | 617,825 | 483,710 | 405,965 | 405,965 | 673,341 | 6,172,046 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 71,059 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 116,698 | 1,776,472 |
| Classified Salaries | 58,035 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 928,555 |
| Benefits | 42,421 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 63,590 | 921,088 |
| Books and Supplies | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 8,323 | 208,078 |
| Services and Operations | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 2,264,396 |
| Depreciation / Cap Outlay | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | - | 45,363 |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | 366,126 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 435,339 | 6,143,952 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 543,242 | 271,621 | 271,621 | | | | | | | | | | | 1,086,483 |
| Fixed Assets - Depreciation Addback | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | | 45,363 |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | - |
| Accounts Payable | (300,578) | (150,289) | (150,289) | | | | | | | | | | | (601,156) |
| Other | | | - | - | - | - | - | - | - | - | - | (25,905) | | (25,905) |
| **Total Other Transactions** | 246,444 | 125,112 | 125,112 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | (22,125) | | 504,785 |
| **Total Change in Cash** | 138,078 | (42,081) | 350,127 | (67,864) | (84,580) | 127,280 | (1,464) | (84,580) | 135,925 | 1,810 | (75,935) | (101,840) | | 532,879 |
| **ENDING CASH** | 2,349,163 | 2,307,082 | 2,657,209 | 2,589,345 | 2,504,765 | 2,632,046 | 2,630,582 | 2,546,002 | 2,681,927 | 2,683,737 | 2,607,802 | 2,505,962 | <<< = 149 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 371 | 375 | 3.58 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 5,343,117 | 5,284,077 | (59,040) |
| Federal Revenue | 439,769 | 332,619 | (107,150) |
| Other State Revenues | 1,822,200 | 1,522,405 | (299,795) |
| Other Local Revenues | 371,619 | 387,198 | 15,579 |
| **Total Revenue** | **7,976,705** | **7,526,299** | **(450,406)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 2,623,200 | 2,790,550 | 167,349 |
| Classified Salaries | 838,292 | 956,971 | 118,679 |
| Benefits | 1,163,214 | 1,266,304 | 103,090 |
| Books and Supplies | 553,796 | 255,904 | (297,892) |
| Services and Operating Exp. | 2,201,027 | 2,168,848 | (32,179) |
| Depreciation & Cap Outlay | 189,508 | 54,940 | (134,567) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **7,569,038** | **7,493,517** | **(75,521)** |
| | | | |
| **Net Revenues** | **407,667** | **32,781** | **(374,886)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 7,604,881 | 8,012,548 | |
| Net Revenues | 407,667 | 32,781 | |
| **Ending Fund Balance** | **8,012,548** | **8,045,330** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 7,572,046 | 101.0% of Expenditures |
| Restricted Balances (Est.) | | 316,900 | 4.2% of Expenditures |
| Net Fixed Assets | | 156,384 | 2.1% of Expenditures |
| **Ending Fund Balance** | | **8,045,330** | **107.4% of Expenditures** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

| **REVENUE** | | | |
|---|---|---|---|
| **LCFF Entitlement** | | | |
| 8011 State Aid | 2,814,627 | 2,598,576 | (216,051) |
| 8012 EPA Entitlement | 1,198,415 | 1,273,348 | 74,933 |
| 8019 Prior Year Adjustments | - | - | - |
| 8096 InLieuPropTaxes | 1,330,075 | 1,412,153 | 82,078 |
| **SUBTOTAL - LCFF Entitlement** | **5,343,117** | **5,284,077** | **(59,040)** |
| | | | |
| **Federal Revenue** | | | |
| 8181 SpEd - Revenue | - | - | - |
| 8220 SchLunchFederal | - | - | - |
| 8285 SpEd - Revenue | 90,436 | 99,493 | 9,057 |
| 8290 All Other Federal Revenue | 349,333 | 233,126 | (116,207) |
| 8295 Prior Year Adjustments (Fed Rev) | - | - | - |
| **SUBTOTAL - Federal Revenue** | **439,769** | **332,619** | **(107,150)** |
| | | | |
| **Other State Revenue** | | | |
| 8311 SpEd Revenue | - | - | - |
| 8520 SchoolNutrState | - | - | - |
| 8550 MandCstReimburs | 7,379 | 7,493 | 114 |
| 8560 StateLotteryRev | 92,558 | 93,282 | 723 |
| 8590 AllOthStateRev | 1,722,263 | 1,421,631 | (300,632) |
| 8595 Prior Year Adjustments (Other State Rev) | - | - | - |
| **SUBTOTAL - Other State Revenue** | **1,822,200** | **1,522,405** | **(299,795)** |
| | | | |
| **Local Revenue** | | | |
| 8600 Other Local Rev | - | - | - |
| 8660 Interest | 3,500 | 3,500 | (0) |
| 8698 OthRev-Suspense | - | - | - |
| 8690 Prior Year Adj (Local1) | - | - | - |
| 8677 SpEd Revenue | 358,376 | 29,862 | (328,514) |
| 8699 Other Revenue | 3,250 | 347,343 | 344,093 |
| 8999 Misc Revenue (Suspense) | - | - | - |
| **SUBTOTAL - Local Revenue** | **365,126** | **380,705** | **15,579** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802    Donations - Private | - | - | - |
| 8803    Fundraising | 6,494 | 6,494 | 0 |
| SUBTOTAL - Fundraising & Grants | **6,494** | **6,494** | **0** |
| | | | |
| **TOTAL REVENUE** | **7,976,705** | **7,526,299** | **(450,406)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100    TeacherSalaries | 1,994,324 | 2,133,924 | 139,600 |
| 1200    Cert Aid | 161,458 | 163,482 | 2,024 |
| 1300    Cert Adminis | 467,419 | 493,144 | 25,725 |
| SUBTOTAL - Certificated Salaries | **2,623,200** | **2,790,550** | **167,349** |
| **Classified Salaries** | | | |
| 2100    Instructional Aides | 259,435 | 267,622 | 8,187 |
| 2200    Classified Support | 342,987 | 366,966 | 23,979 |
| 2300    Classified Admin | - | - | - |
| 2400    Clerical & Tech | 235,871 | 322,384 | 86,513 |
| 2900    OtherClassStaff | - | - | - |
| SUBTOTAL - Classified Salaries | **838,292** | **956,971** | **118,679** |
| **Employee Benefits** | | | |
| 3101    STRS-Certified | 449,509 | 450,323 | 814 |
| 3102    STRS-Classified | 31,301 | 54,679 | 23,378 |
| 3201    PERS-Cert | 49,709 | 80,335 | 30,626 |
| 3202    PERS-Classified | 100,680 | 120,686 | 20,006 |
| 3301    OASDI/Med-Cert | 48,209 | 56,948 | 8,739 |
| 3302    OASDI/Med-Class | 30,902 | 38,345 | 7,443 |
| 3401    HlthWelfareCert | 298,886 | 311,461 | 12,575 |
| 3402    HlthWelfareCert | 108,459 | 106,397 | (2,063) |
| 3501    UI-Certificated | 12,688 | 13,276 | 588 |
| 3502    UI-Classified | 2,684 | 3,666 | 982 |
| 3601    WorkersCmp-Cert | 8,587 | 30,187 | 21,600 |
| 3602    WorkersCmp-Class | 21,600 | - | (21,600) |
| 3701    Other Retirement-Cert | - | - | - |
| 3901    OthBenes-Cert | - | - | - |
| 3902    OthBenes-Class | - | - | - |
| SUBTOTAL - Employee Benefits | **1,163,214** | **1,266,304** | **103,090** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Books & Supplies** | | | | |
| 4100 | Text&CoreCurric | 140,892 | 40,000 | (100,892) |
| 4200 | BooksOthRefMats | 10,000 | 5,000 | (5,000) |
| 4300 | Materials and Supplies | - | - | - |
| 4310 | Ins Mats & Sups | 30,851 | 30,851 | - |
| 4315 | OthrSupplies | - | - | - |
| 4320 | Office Supplies | 20,000 | 20,000 | - |
| 4325 | ProfDevMat&Sups | - | - | - |
| 4326 | Arts&MusicSupps | 26,000 | 26,000 | - |
| 4335 | PE Supplies | 2,500 | 2,500 | - |
| 4340 | Educat Software | 92,000 | 66,000 | (26,000) |
| 4345 | NonInstStdntSup | 79,053 | 4,053 | (75,000) |
| 4346 | TeacherSupplies | 2,000 | 2,000 | - |
| 4350 | Cust. Supplies | 16,000 | 8,000 | (8,000) |
| 4351 | Yearbook | - | - | - |
| 4390 | Uniforms | 13,000 | 13,000 | - |
| 4400 | NonCapEquip-Gen | 2,000 | 2,000 | - |
| 4410 | ClssrmFrnEqp<5k | 2,000 | 2,000 | - |
| 4430 | OffceFurnEqp<5k | 2,500 | 2,500 | - |
| 4440 | Computers <$5k | 53,000 | 10,000 | (43,000) |
| 4461 | Fixed Asset Susp (Imp) | - | - | - |
| 4464 | Equipment (Pre-Cap) | 2,000 | 2,000 | - |
| 4710 | Food | 40,000 | 10,000 | (30,000) |
| 4720 | Food:Other Food | 20,000 | 10,000 | (10,000) |
| 4990 | Prior Year Adj (Mat'ls) | - | - | - |
| 4999 | Misc Expenditure (Suspense) | - | - | - |
| | **SUBTOTAL - Books and Supplies** | **553,796** | **255,904** | **(297,892)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 795,103 | 795,103 | (0) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 1,000 | 1,000 | - |
| 5210 MilesParkTolls | 1,000 | 1,000 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 18,000 | 18,000 | - |
| 5300 DuesMemberships | 11,000 | 11,000 | - |
| 5450 Other Insurance | 65,082 | 65,082 | - |
| 5500 OpsHousekeeping | 7,500 | 7,500 | - |
| 5510 Gas & Electric | - | - | - |
| 5610 Rent & Leases | 437,894 | 437,894 | - |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 12,000 | 12,000 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 4,000 | 4,000 | - |
| 5800 ProfessServices | 178,644 | 146,190 | (32,454) |
| 5810 Legal | 25,000 | 25,000 | - |
| 5813 SchPrgAftSchool | 54,300 | 54,300 | (0) |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 25,000 | 25,000 | (0) |
| 5820 Audit & CPA | 9,000 | 9,000 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 33,000 | 33,000 | - |
| 5836 FieldTrip Trans | - | - | - |
| 5840 MarkngStdtRecrt | 20,000 | 20,000 | - |
| 5850 Oversight Fees | 53,431 | 53,431 | - |
| 5857 Payroll Fees | 20,000 | 20,000 | - |
| 5860 Service Fees | - | - | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 22,000 | 22,000 | - |
| 5864 Prof Dev-Other | 15,000 | 15,000 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 104,086 | 104,086 | - |
| 5870 Livescan | 1,200 | 1,200 | - |
| 5872 SPED Fees (incl Encroachment) | 70,000 | 70,000 | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 128,000 | 128,000 | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 5,000 | 5,000 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 40,000 | 40,000 | - |
| 5930 PostageDelivery | 7,000 | 7,000 | - |
| 5940 Technology | 37,787 | 38,062 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,201,027** | **2,168,848** | **(32,179)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Capital Outlay & Depreciation** | | | |
| 6400     EquipFixed | - | - | - |
| 6900     Depreciation | 189,508 | 54,940 | (134,567) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **189,508** | **54,940** | **(134,567)** |
| | | | |
| **Other Outflows** | | | |
| 7299     Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310     Indirect Costs | - | - | - |
| 7438     InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **7,569,038** | **7,493,517** | **(75,521)** |

**Monthly Cash Flow 2024-25**

**MSA-8**

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 6,671,233 | 7,016,619 | 6,909,582 | 7,320,758 | 7,331,914 | 7,134,089 | 7,254,602 | 7,331,531 | 7,133,706 | 7,271,401 | 7,358,019 | 7,177,376 | 6,966,546 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 222,735 | 222,735 | 222,735 | 222,735 | 222,735 | **2,598,576** |
| LCFF: EPA | - | - | 318,337 | - | - | 318,337 | - | - | 318,337 | - | - | - | 318,337 | **1,273,348** |
| LCFF: ILPT | - | 84,729 | 169,458 | 112,972 | 112,972 | 112,972 | 112,972 | 112,972 | 118,621 | 118,621 | 118,621 | 118,621 | 118,621 | **1,412,153** |
| Federal Revenue | 7,653 | 7,653 | 65,935 | 7,653 | 7,653 | 7,653 | 65,935 | 7,653 | 7,653 | 65,935 | 7,653 | 7,653 | 65,935 | **332,619** |
| Other State Revenues | 71,082 | 71,082 | 127,947 | 151,267 | 127,947 | 127,947 | 158,760 | 127,947 | 102,357 | 125,678 | 102,357 | 102,357 | 125,678 | **1,522,405** |
| Other Local Revenues | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | - | **387,198** |
| **Total Revenue** | **296,614** | **381,343** | **899,556** | **489,772** | **466,451** | **784,788** | **555,546** | **466,451** | **801,970** | **565,235** | **483,633** | **483,633** | **851,306** | **7,526,299** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 111,622 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 183,314 | **2,790,550** |
| Classified Salaries | 59,811 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | **956,971** |
| Benefits | 56,707 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 86,531 | **1,266,304** |
| Books and Supplies | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 10,236 | **255,904** |
| Services and Operations | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | **2,168,848** |
| Depreciation / Cap Outlay | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | - | **54,940** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **420,025** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **521,679** | **7,493,517** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 638,448 | 319,224 | 319,224 | | | | | | | | | | | **1,276,896** |
| Fixed Assets - Depreciation Addback | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | | **54,940** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (286,655) | (143,328) | (143,328) | | | | | | | | | | | **(573,310)** |
| Other | 112,425 | (73,235) | (73,235) | 112,425 | (73,235) | (73,235) | 112,425 | (73,235) | (73,235) | 112,425 | (73,235) | (103,423) | | **(166,369)** |
| **Total Other Transactions** | **468,796** | **107,240** | **107,240** | **117,003** | **(68,657)** | **(68,657)** | **117,003** | **(68,657)** | **(68,657)** | **117,003** | **(68,657)** | **(98,845)** | | **592,158** |
| **Total Change in Cash** | **345,386** | **(107,036)** | **411,176** | **11,156** | **(197,825)** | **120,512** | **76,929** | **(197,825)** | **137,694** | **86,619** | **(180,643)** | **(210,831)** | | **624,939** |
| **ENDING CASH** | **7,016,619** | **6,909,582** | **7,320,758** | **7,331,914** | **7,134,089** | **7,254,602** | **7,331,531** | **7,133,706** | **7,271,401** | **7,358,019** | **7,177,376** | **6,966,546** | <<< = 339 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 476 | 490 | 13.71 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 7,212,179 | 7,484,380 | 272,201 |
| Federal Revenue | 559,721 | 468,130 | (91,590) |
| Other State Revenues | 2,993,872 | 2,488,332 | (505,540) |
| Other Local Revenues | 151,673 | 163,673 | 12,000 |
| **Total Revenue** | **10,917,444** | **10,604,515** | **(312,930)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 3,554,901 | 3,543,002 | (11,899) |
| Classified Salaries | 1,172,707 | 1,436,080 | 263,373 |
| Benefits | 1,788,381 | 1,795,612 | 7,230 |
| Books and Supplies | 544,091 | 392,891 | (151,200) |
| Services and Operating Exp. | 2,808,519 | 2,182,376 | (626,143) |
| Depreciation & Cap Outlay | 799,249 | 634,404 | (164,845) |
| Other Outflows | 570,828 | 570,828 | (0) |
| **Total Expenditures** | **11,238,676** | **10,555,193** | **(683,483)** |
| | | | |
| **Net Revenues** | **(321,232)** | **49,322** | **370,554** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 9,527,466 | 9,206,234 | |
| Net Revenues | (321,232) | 49,322 | |
| **Ending Fund Balance** | **9,206,234** | **9,255,556** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 1,338,734 | 12.7% of Expenditures |
| Restricted Balances (Est.) | | 62,334 | 0.6% of Expenditures |
| Net Fixed Assets | | 7,854,489 | 74.4% of Expenditures |
| **Ending Fund Balance** | | **9,255,556** | **87.7% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 7,085,092 | 7,329,868 | 244,776 |
| 8012 | EPA Entitlement | 95,136 | 97,976 | 2,840 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 31,951 | 56,536 | 24,585 |
| | **SUBTOTAL - LCFF Entitlement** | **7,212,179** | **7,484,380** | **272,201** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | 63,302 | 78,592 | 15,290 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 496,418 | 389,538 | (106,881) |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **559,721** | **468,130** | **(91,590)** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | 410,884 | 460,738 | 49,854 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 15,228 | 15,598 | 370 |
| 8560 | StateLotteryRev | 118,858 | 121,983 | 3,125 |
| 8590 | AllOthStateRev | 2,448,902 | 1,890,013 | (558,889) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **2,993,872** | **2,488,332** | **(505,540)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | - | 12,000 | 12,000 |
| 8634 | StudentLunchFee | - | - | - |
| 8650 | Leases &Rentals | - | - | - |
| 8660 | Interest | 8,500 | 8,500 | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8701 | CMO Fee - MSA-1 | - | - | - |
| 8702 | CMO Fee - MSA-2 | - | - | - |
| 8703 | CMO Fee - MSA-3 | - | - | - |
| 8704 | CMO Fee - MSA-4 | - | - | - |
| 8705 | CMO Fee - MSA-5 | - | - | - |
| 8706 | CMO Fee - MSA-6 | - | - | - |
| 8707 | CMO Fee - MSA-7 | - | - | - |
| 8708 | CMO Fee - MSA-8 | - | - | - |
| 8709 | CMO Fee - MSA-SA | - | - | - |
| 8712 | CMO Fee - MSA-SD | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 92,000 | 92,000 | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **100,500** | **112,500** | **12,000** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,500 | 7,500 | - |
| 8803 Fundraising | 43,673 | 43,673 | (0) |
| **SUBTOTAL - Fundraising & Grants** | **51,173** | **51,173** | **(0)** |
| | | | |
| **TOTAL REVENUE** | **10,917,444** | **10,604,515** | **(312,930)** |
| | | | |
| **EXPENSES** | | | |
| | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 2,622,727 | 2,719,650 | 96,923 |
| 1200 Cert Aid | 337,990 | 333,832 | (4,158) |
| 1300 Cert Adminis | 594,184 | 489,520 | (104,664) |
| **SUBTOTAL - Certificated Salaries** | **3,554,901** | **3,543,002** | **(11,899)** |
| | | | |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 214,752 | 250,306 | 35,554 |
| 2200 Classified Support | 512,337 | 641,593 | 129,256 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 355,618 | 450,581 | 94,963 |
| 2900 OtherClassStaff | 90,000 | 93,600 | 3,600 |
| **SUBTOTAL - Classified Salaries** | **1,172,707** | **1,436,080** | **263,373** |
| | | | |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 598,892 | 562,108 | (36,784) |
| 3102 STRS-Classified | 84,674 | 119,621 | 34,947 |
| 3201 PERS-Cert | 66,142 | 94,900 | 28,758 |
| 3202 PERS-Classified | 143,292 | 133,118 | (10,174) |
| 3301 OASDI/Med-Cert | 64,482 | 70,466 | 5,984 |
| 3302 OASDI/Med-Class | 50,306 | 51,631 | 1,325 |
| 3401 HlthWelfareCert | 547,200 | 528,279 | (18,921) |
| 3402 HlthWelfareCert | 173,273 | 213,419 | 40,146 |
| 3501 UI-Certificated | 16,903 | 16,472 | (430) |
| 3502 UI-Classified | 4,870 | 5,597 | 726 |
| 3601 WorkersCmp-Cert | 29,302 | - | (29,302) |
| 3602 WorkersCmp-Class | 9,046 | - | (9,046) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **1,788,381** | **1,795,612** | **7,230** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100　Text&CoreCurric | 172,400 | 50,000 | (122,400) |
| 4200　BooksOthRefMats | 1,060 | 1,060 | (0) |
| 4300　Materials and Supplies | - | - | - |
| 4310　Ins Mats & Sups | 17,250 | 17,250 | (0) |
| 4315　OthrSupplies | - | - | - |
| 4320　Office Supplies | 18,020 | 18,020 | (0) |
| 4325　ProfDevMat&Sups | - | - | - |
| 4326　Arts&MusicSupps | 20,000 | 20,000 | - |
| 4335　PE Supplies | 24,380 | 24,380 | - |
| 4340　Educat Software | 67,888 | 67,888 | - |
| 4345　NonInstStdntSup | 108,892 | 80,092 | (28,800) |
| 4346　TeacherSupplies | 4,240 | 4,240 | (0) |
| 4350　Cust. Supplies | 25,800 | 25,800 | (0) |
| 4351　Yearbook | - | - | - |
| 4390　Uniforms | 21,200 | 21,200 | - |
| 4400　NonCapEquip-Gen | 22,500 | 22,500 | - |
| 4410　ClssrmFrnEqp<5k | 5,300 | 5,300 | - |
| 4430　OffceFurnEqp<5k | - | - | - |
| 4440　Computers <$5k | 6,360 | 6,360 | - |
| 4461　Fixed Asset Susp (Imp) | - | - | - |
| 4464　Equipment (Pre-Cap) | 3,180 | 3,180 | - |
| 4710　Food | 5,300 | 5,300 | - |
| 4720　Food:Other Food | 20,320 | 20,320 | - |
| 4990　Prior Year Adj (Mat'ls) | - | - | - |
| 4999　Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **544,091** | **392,891** | **(151,200)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 1,106,231 | 553,116 | (553,115) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 2,120 | 2,120 | - |
| 5210 MilesParkTolls | 1,060 | 1,060 | (0) |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 9,500 | 9,500 | - |
| 5300 DuesMemberships | 25,000 | 25,000 | (0) |
| 5450 Other Insurance | 131,000 | 131,000 | - |
| 5500 OpsHousekeeping | 93,456 | 93,456 | - |
| 5510 Gas & Electric | 115,000 | 115,000 | (0) |
| 5610 Rent & Leases | 3,180 | 3,180 | - |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 24,380 | 24,380 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 53,000 | 53,000 | (0) |
| 5800 ProfessServices | 288,688 | 273,130 | (15,558) |
| 5810 Legal | 75,000 | 15,000 | (60,000) |
| 5813 SchPrgAftSchool | 107,560 | 230,560 | 123,000 |
| 5814 SchPrgAcadComps | 3,180 | 3,180 | - |
| 5819 SchlProgs-Other | 22,260 | 22,260 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 42,400 | 42,400 | - |
| 5836 FieldTrip Trans | 63,600 | 30,000 | (33,600) |
| 5840 MarkngStdtRecrt | 50,000 | 25,000 | (25,000) |
| 5850 Oversight Fees | 72,407 | 72,407 | - |
| 5857 Payroll Fees | 31,800 | 31,800 | - |
| 5860 Service Fees | 4,770 | 4,770 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 4,240 | 4,240 | (0) |
| 5864 Prof Dev-Other | 62,540 | 27,295 | (35,245) |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 167,291 | 167,291 | (0) |
| 5870 Livescan | 1,855 | 1,855 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 109,900 | 83,000 | (26,900) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 5,300 | 5,300 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 47,700 | 47,700 | - |
| 5930 PostageDelivery | 8,480 | 8,480 | - |
| 5940 Technology | 66,081 | 66,356 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,808,519** | **2,182,376** | **(626,143)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Capital Outlay & Depreciation** | | | |
| 6400 EquipFixed | | - | - |
| 6900 Depreciation | 799,249 | 634,404 | (164,845) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **799,249** | **634,404** | **(164,845)** |
| **Other Outflows** | | | |
| 7299 Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310 Indirect Costs | - | - | - |
| 7438 InterestExpense | 570,828 | 570,828 | (0) |
| **SUBTOTAL - Other Outflows** | **570,828** | **570,828** | **(0)** |
| **TOTAL EXPENSES** | **11,238,676** | **10,555,193** | **(683,483)** |

**Monthly Cash Flow 2024-25**

| MSA-SA | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BEGINNING CASH | 2,212,815 | 2,099,087 | 1,857,125 | 1,816,035 | 1,729,155 | 1,638,320 | 1,571,979 | 1,598,082 | 1,507,246 | 1,656,645 | 1,907,384 | 2,056,782 | 2,206,181 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 785,343 | 785,343 | 785,343 | 785,343 | - | **7,329,868** |
| LCFF: EPA | - | - | 24,494 | - | - | 24,494 | - | - | 12,247 | 12,247 | 12,247 | 12,247 | - | **97,976** |
| LCFF: ILPT | - | 3,392 | 6,784 | 4,523 | 4,523 | 4,523 | 4,523 | 4,523 | 4,749 | 4,749 | 4,749 | 4,749 | 4,749 | **56,536** |
| Federal Revenue | - | - | 97,384 | - | - | - | 97,384 | - | - | 97,384 | - | - | 175,977 | **468,130** |
| Other State Revenues | 127,410 | 127,410 | 203,011 | 233,507 | 203,011 | 203,011 | 249,105 | 203,011 | 168,991 | 199,487 | 168,991 | 168,991 | 232,396 | **2,488,332** |
| Other Local Revenues | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | - | **163,673** |
| **Total Revenue** | **664,612** | **668,004** | **868,875** | **775,231** | **744,735** | **769,229** | **888,214** | **744,735** | **984,969** | **1,112,849** | **984,969** | **984,969** | **413,122** | **10,604,515** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 141,720 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 232,744 | **3,543,002** |
| Classified Salaries | 89,755 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | **1,436,080** |
| Benefits | 80,909 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 122,976 | **1,795,612** |
| Books and Supplies | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 15,716 | **392,891** |
| Services and Operations | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | **2,182,376** |
| Depreciation / Cap Outlay | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | - | **634,404** |
| Other Outflows | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | - | **570,828** |
| **Total Expenses** | **612,127** | **844,687** | **844,687** | **844,687** | **844,687** | **844,687** | **844,687** | **844,687** | **844,687** | **844,687** | **844,687** | **844,687** | **651,504** | **10,555,193** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 292,301 | 146,150 | 146,150 | | | | | | | | | | | **584,601** |
| Fixed Assets - Depreciation Addback | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | | **634,404** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (441,091) | (220,545) | (220,545) | | | | | | | | | | | **(882,181)** |
| Other | (70,290) | (43,750) | (43,750) | (70,290) | (43,750) | (43,750) | (70,290) | (43,750) | (43,750) | (70,290) | (43,750) | (43,750) | | **(631,162)** |
| **Total Other Transactions** | **(166,213)** | **(65,278)** | **(65,278)** | **(17,423)** | **9,117** | **9,117** | **(17,423)** | **9,117** | **9,117** | **(17,423)** | **9,117** | **9,117** | | **(294,338)** |
| **Total Change in Cash** | **(113,728)** | **(241,961)** | **(41,090)** | **(86,880)** | **(90,835)** | **(66,341)** | **26,103** | **(90,835)** | **149,399** | **250,738** | **149,399** | **149,399** | | **(245,016)** |
| ENDING CASH (Local Bank 9120) | 2,099,087 | 1,857,125 | 1,816,035 | 1,729,155 | 1,638,320 | 1,571,979 | 1,598,082 | 1,507,246 | 1,656,645 | 1,907,384 | 2,056,782 | 2,206,181 | | |
| ENDING CASH (County Treas. & Other) | - | - | - | - | - | - | - | - | - | - | - | - | | |
| ENDING CASH (TOTAL) | 2,099,087 | 1,857,125 | 1,816,035 | 1,729,155 | 1,638,320 | 1,571,979 | 1,598,082 | 1,507,246 | 1,656,645 | 1,907,384 | 2,056,782 | 2,206,181 | | <<< = 76 days cash |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 413 | 414 | 0.46 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 4,598,946 | 4,612,673 | 13,727 |
| Federal Revenue | 181,492 | 536,465 | 354,973 |
| Other State Revenues | 1,703,730 | 1,538,327 | (165,403) |
| Other Local Revenues | 85,000 | 117,000 | 32,000 |
| **Total Revenue** | **6,569,168** | **6,804,465** | **235,297** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 2,128,224 | 2,342,421 | 214,198 |
| Classified Salaries | 430,679 | 521,694 | 91,016 |
| Benefits | 883,670 | 991,809 | 108,139 |
| Books and Supplies | 365,449 | 353,949 | (11,500) |
| Services and Operating Exp. | 2,540,465 | 2,423,814 | (116,651) |
| Depreciation & Cap Outlay | 62,314 | 49,553 | (12,761) |
| Other Outflows | 3,180 | 3,180 | - |
| **Total Expenditures** | **6,413,980** | **6,686,421** | **272,440** |
| | | | |
| **Net Revenues** | **155,188** | **118,045** | **(37,143)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 1,409,667 | 1,564,855 | |
| Net Revenues | 155,188 | 118,045 | |
| **Ending Fund Balance** | **1,564,855** | **1,682,899** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 1,340,762 | 20.1% of Expenditures |
| Restricted Balances (Est.) | | 207,522 | 3.1% of Expenditures |
| Net Fixed Assets | | 134,615 | 2.0% of Expenditures |
| **Ending Fund Balance** | | **1,682,899** | **25.2% of Expenditures** |

**DMS**
**DELTA MANAGED SOLUTIONS**

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 1,062,283 | 780,000 | (282,283) |
| 8012 | EPA Entitlement | 83,165 | 82,702 | (463) |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 3,453,498 | 3,749,971 | 296,473 |
| | **SUBTOTAL - LCFF Entitlement** | **4,598,946** | **4,612,673** | **13,727** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | 53,214 | 68,456 | 15,242 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 128,278 | 468,009 | 339,731 |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **181,492** | **536,465** | **354,973** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | 350,674 | 388,903 | 38,229 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 8,087 | 8,270 | 184 |
| 8560 | StateLotteryRev | 101,441 | 102,964 | 1,524 |
| 8590 | AllOthStateRev | 1,243,528 | 1,038,189 | (205,340) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **1,703,730** | **1,538,327** | **(165,403)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | 25,000 | 57,000 | 32,000 |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | - | - | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **25,000** | **57,000** | **32,000** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802     Donations - Private | - | - | - |
| 8803     Fundraising | 60,000 | 60,000 | - |
|     **SUBTOTAL - Fundraising & Grants** | **60,000** | **60,000** | **-** |
| | | | |
| **TOTAL REVENUE** | **6,569,168** | **6,804,465** | **235,297** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100     TeacherSalaries | 1,676,488 | 1,878,621 | 202,134 |
| 1200     Cert Aid | 83,944 | 86,936 | 2,992 |
| 1300     Cert Adminis | 367,792 | 376,864 | 9,072 |
|     **SUBTOTAL - Certificated Salaries** | **2,128,224** | **2,342,421** | **214,198** |
| **Classified Salaries** | | | |
| 2100     Instructional Aides | 110,243 | 61,851 | (48,392) |
| 2200     Classified Support | 89,140 | 102,513 | 13,374 |
| 2300     Classified Admin | - | - | - |
| 2400     Clerical & Tech | 231,296 | 357,330 | 126,034 |
| 2900     OtherClassStaff | - | - | - |
|     **SUBTOTAL - Classified Salaries** | **430,679** | **521,694** | **91,016** |
| **Employee Benefits** | | | |
| 3101     STRS-Certified | 365,033 | 397,880 | 32,847 |
| 3102     STRS-Classified | 56,586 | 56,804 | 218 |
| 3201     PERS-Cert | 25,117 | 29,945 | 4,828 |
| 3202     PERS-Classified | 24,786 | 50,270 | 25,483 |
| 3301     OASDI/Med-Cert | 34,828 | 38,633 | 3,805 |
| 3302     OASDI/Med-Class | 11,319 | 18,555 | 7,237 |
| 3401     HlthWelfareCert | 271,393 | 296,272 | 24,879 |
| 3402     HlthWelfareCert | 52,321 | 59,738 | 7,416 |
| 3501     UI-Certificated | 10,021 | 10,969 | 948 |
| 3502     UI-Classified | 1,940 | 2,418 | 478 |
| 3601     WorkersCmp-Cert | 22,754 | 23,735 | 981 |
| 3602     WorkersCmp-Class | 7,572 | 6,591 | (981) |
| 3701     Other Retirement-Cert | - | - | - |
| 3901     OthBenes-Cert | - | - | - |
| 3902     OthBenes-Class | - | - | - |
|     **SUBTOTAL - Employee Benefits** | **883,670** | **991,809** | **108,139** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 107,000 | 107,000 | - |
| 4200 BooksOthRefMats | 1,060 | 1,060 | - |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 9,525 | 9,525 | - |
| 4315 OthrSupplies | - | - | - |
| 4320 Office Supplies | 31,800 | 31,800 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 28,000 | 28,000 | - |
| 4335 PE Supplies | 2,650 | 2,650 | - |
| 4340 Educat Software | 46,170 | 46,170 | (0) |
| 4345 NonInstStdntSup | 32,104 | 32,104 | (0) |
| 4346 TeacherSupplies | 10,000 | 10,000 | - |
| 4350 Cust. Supplies | 12,720 | 12,720 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 16,960 | 16,960 | - |
| 4400 NonCapEquip-Gen | 33,500 | 22,000 | (11,500) |
| 4410 ClssrmFrnEqp<5k | - | - | - |
| 4430 OffceFurnEqp<5k | 10,000 | 10,000 | - |
| 4440 Computers <$5k | 5,000 | 5,000 | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | - | - | - |
| 4710 Food | 2,000 | 2,000 | - |
| 4720 Food:Other Food | 16,960 | 16,960 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **365,449** | **353,949** | **(11,500)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 449,406 | 449,406 | (0) |
| 5200 Travel - General | 2,120 | 2,120 | - |
| 5205 Conference Fees | 2,120 | 23,120 | 21,000 |
| 5210 MilesParkTolls | 1,590 | 1,590 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 15,000 | 15,000 | (0) |
| 5300 DuesMemberships | 10,000 | 10,000 | - |
| 5450 Other Insurance | 79,118 | 79,118 | - |
| 5500 OpsHousekeeping | 80,000 | 80,000 | - |
| 5510 Gas & Electric | 110,000 | 110,000 | (0) |
| 5610 Rent & Leases | 423,774 | 423,774 | - |
| 5611 Rent & Leases- Interest | 333,479 | 333,479 | - |
| 5620 EquipmentLeases | 21,180 | 21,180 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 79,500 | 32,000 | (47,500) |
| 5800 ProfessServices | 192,322 | 210,759 | 18,437 |
| 5810 Legal | 10,600 | 10,600 | - |
| 5813 SchPrgAftSchool | 106,833 | 106,833 | - |
| 5814 SchPrgAcadComps | 2,650 | 2,650 | - |
| 5819 SchlProgs-Other | 1,060 | 1,060 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 31,800 | 31,800 | - |
| 5836 FieldTrip Trans | - | - | - |
| 5840 MarkngStdtRecrt | 41,000 | 41,000 | - |
| 5850 Oversight Fees | 45,989 | 45,989 | - |
| 5857 Payroll Fees | 15,900 | 15,900 | - |
| 5860 Service Fees | 9,010 | 9,010 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 4,240 | 4,240 | - |
| 5864 Prof Dev-Other | 12,152 | 12,152 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 250,666 | 201,804 | (48,863) |
| 5870 Livescan | 1,060 | 1,060 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | 10,000 | 10,000 | - |
| 5884 Substitutes | 110,000 | 50,000 | (60,000) |
| 5890 OthSvcsNon-Inst | 530 | 530 | (0) |
| 5900 Communications | 3,180 | 3,180 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 34,980 | 34,980 | - |
| 5930 PostageDelivery | 4,240 | 4,240 | - |
| 5940 Technology | 35,424 | 35,699 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,540,465** | **2,423,814** | **(116,651)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400      EquipFixed | - | - | - |
| 6900      Depreciation | 62,314 | 49,553 | (12,761) |
|      **SUBTOTAL - Capital Outlay & Depreciation** | **62,314** | **49,553** | **(12,761)** |
| | | | |
| **Other Outflows** | | | |
| 7299      Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310      Indirect Costs | - | - | - |
| 7438      InterestExpense | 3,180 | 3,180 | - |
|      **SUBTOTAL - Other Outflows** | **3,180** | **3,180** | **-** |
| | | | |
| **TOTAL EXPENSES** | **6,413,980** | **6,686,421** | **272,440** |

**Monthly Cash Flow 2024-25**

| MSA-SD | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 921,753 | 763,458 | 669,739 | 980,224 | 922,087 | 882,504 | 863,596 | 930,731 | 891,148 | 886,072 | 979,445 | 974,369 | 939,293 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 83,571 | 83,571 | 83,571 | 83,571 | - | **780,000** |
| LCFF: EPA | - | - | 20,676 | - | - | 20,676 | - | - | 10,338 | 10,338 | 10,338 | 10,338 | - | **82,702** |
| LCFF: ILPT | - | 224,998 | 449,996 | 299,998 | 299,998 | 299,998 | 299,998 | 299,998 | 314,998 | 314,998 | 314,998 | 314,998 | 314,998 | **3,749,971** |
| Federal Revenue | - | - | 117,002 | - | - | - | 117,002 | - | - | 117,002 | - | - | 185,459 | **536,465** |
| Other State Revenues | 79,688 | 79,688 | 121,216 | 146,957 | 121,216 | 121,216 | 155,227 | 121,216 | 102,528 | 128,270 | 102,528 | 102,528 | 156,048 | **1,538,327** |
| Other Local Revenues | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | - | **117,000** |
| **Total Revenue** | 145,153 | 370,151 | 774,354 | 512,419 | 486,678 | 507,353 | 637,691 | 486,678 | 521,185 | 663,928 | 521,185 | 521,185 | 656,505 | **6,804,465** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 93,697 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 153,876 | **2,342,421** |
| Classified Salaries | 32,606 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | **521,694** |
| Benefits | 42,768 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 66,864 | **991,809** |
| Books and Supplies | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 14,158 | **353,949** |
| Services and Operations | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 188,404 | **2,423,814** |
| Depreciation / Cap Outlay | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | - | **49,553** |
| Other Outflows | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | - | **3,180** |
| **Total Expenses** | 388,065 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 464,059 | **6,686,421** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 407,549 | 203,775 | 203,775 | | | | | | | | | | | **815,098** |
| Fixed Assets - Depreciation Addback | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | | **49,553** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (282,766) | (141,383) | (141,383) | | | | | | | | | | | **(565,532)** |
| Other | (44,295) | | | (44,295) | | | (44,295) | | | (44,295) | | (30,000) | | **(207,179)** |
| **Total Other Transactions** | 84,618 | 66,521 | 66,521 | (40,165) | 4,129 | 4,129 | (40,165) | 4,129 | 4,129 | (40,165) | 4,129 | (25,871) | | **91,940** |
| **Total Change in Cash** | (158,295) | (93,719) | 310,485 | (58,137) | (39,583) | (18,908) | 67,136 | (39,583) | (5,076) | 93,373 | (5,076) | (35,076) | | **209,985** |
| ENDING CASH (Local Bank 9120) | 763,458 | 669,739 | 980,224 | 922,087 | 882,504 | 863,596 | 930,731 | 891,148 | 886,072 | 979,445 | 974,369 | 939,293 | | |
| ENDING CASH (County Treas. & Other) | | | | | | | | | | | | | | |
| **ENDING CASH (TOTAL)** | 763,458 | 669,739 | 980,224 | 922,087 | 882,504 | 863,596 | 930,731 | 891,148 | 886,072 | 979,445 | 974,369 | 939,293 | <<< = 51 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| Other Local Revenues | 7,369,537 | 9,733,331 | 2,363,794 |
| **Total Revenue** | **7,369,537** | **9,733,331** | **2,363,794** |
| | | | |
| **Expenditures** | | | |
| Classified Salaries | 4,698,233 | 5,850,544 | 1,152,311 |
| Benefits | 1,605,924 | 1,941,292 | 335,367 |
| Books and Supplies | 113,931 | 110,931 | (3,000) |
| Services and Operating Exp. | 1,543,045 | 1,766,945 | 223,900 |
| Depreciation & Cap Outlay | 515 | 515 | - |
| Other Outflows | - | - | - |
| **Total Expenditures** | **7,961,648** | **9,670,227** | **1,708,578** |
| | | | |
| **Net Revenues** | **(592,111)** | **63,104** | **655,215** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 3,563,059 | 2,970,948 | |
| Net Revenues | (592,111) | 63,104 | |
| **Ending Fund Balance** | **2,970,948** | **3,034,053** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 2,893,517 | 29.9% of Expenditures |
| Restricted Balances (Est.) | | 127,397 | 1.3% of Expenditures |
| Net Fixed Assets | | 13,139 | 0.1% of Expenditures |
| **Ending Fund Balance** | | **3,034,053** | **31.4% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MERF** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

| | | | | |
|---|---|---|---|---|
| **REVENUE** | | | | |
| | | | | |
| **Local Revenue** | | | | |
| 8600 | Other Local Rev | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8701 | CMO Fee - MSA-1 | 1,106,231 | 1,106,231 | 0 |
| 8702 | CMO Fee - MSA-2 | 1,106,231 | 1,106,231 | 0 |
| 8703 | CMO Fee - MSA-3 | 795,103 | 495,103 | (300,000) |
| 8704 | CMO Fee - MSA-4 | 172,849 | 172,849 | 0 |
| 8705 | CMO Fee - MSA-5 | 207,418 | 207,418 | (0) |
| 8706 | CMO Fee - MSA-6 | 172,849 | 172,849 | 0 |
| 8707 | CMO Fee - MSA-7 | 553,115 | 253,115 | (300,000) |
| 8708 | CMO Fee - MSA-8 | 795,103 | 795,103 | (0) |
| 8709 | CMO Fee - MSA-SA | 1,106,231 | 553,116 | (553,115) |
| 8712 | CMO Fee - MSA-SD | 449,406 | 449,406 | (0) |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 905,001 | 4,421,910 | 3,516,909 |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **7,369,537** | **9,733,331** | **2,363,794** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802     Donations - Private | - | - | - |
| 8803     Fundraising | - | - | - |
|     **SUBTOTAL - Fundraising & Grants** | **-** | **-** | **-** |
| | | | |
| **TOTAL REVENUE** | **7,369,537** | **9,733,331** | **2,363,794** |
| **EXPENSES** | | | |
| **Classified Salaries** | | | |
| 2100     Instructional Aides | - | - | - |
| 2200     Classified Support | - | - | - |
| 2300     Classified Admin | - | - | - |
| 2400     Clerical & Tech | 4,619,066 | 5,850,544 | 1,231,478 |
| 2900     OtherClassStaff | 79,167 | - | (79,167) |
|     **SUBTOTAL - Classified Salaries** | **4,698,233** | **5,850,544** | **1,152,311** |
| **Employee Benefits** | | | |
| 3101     STRS-Certified | - | - | - |
| 3102     STRS-Classified | 423,120 | 477,186 | 54,067 |
| 3201     PERS-Cert | - | - | - |
| 3202     PERS-Classified | 92,133 | 95,813 | 3,681 |
| 3301     OASDI/Med-Cert | - | - | - |
| 3302     OASDI/Med-Class | 213,706 | 239,150 | 25,444 |
| 3401     HlthWelfareCert | - | - | - |
| 3402     HlthWelfareCert | 632,279 | 717,051 | 84,772 |
| 3501     UI-Certificated | - | - | - |
| 3502     UI-Classified | 12,783 | 14,266 | 1,484 |
| 3601     WorkersCmp-Cert | - | - | - |
| 3602     WorkersCmp-Class | 67,788 | 67,788 | - |
| 3701     Other Retirement-Cert | - | - | - |
| 3901     OthBenes-Cert | - | - | - |
| 3902     OthBenes-Class | 164,116 | 330,037 | 165,921 |
|     **SUBTOTAL - Employee Benefits** | **1,605,924** | **1,941,292** | **335,367** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100    Text&CoreCurric | 1,000 | 1,000 | - |
| 4200    BooksOthRefMats | - | - | - |
| 4300    Materials and Supplies | - | - | - |
| 4310    Ins Mats & Sups | - | - | - |
| 4315    OthrSupplies | 4,181 | 4,181 | (0) |
| 4320    Office Supplies | 15,000 | 11,800 | (3,200) |
| 4325    ProfDevMat&Sups | - | - | - |
| 4326    Arts&MusicSupps | - | - | - |
| 4335    PE Supplies | - | - | - |
| 4340    Educat Software | 5,750 | 5,750 | - |
| 4345    NonInstStdntSup | 25,000 | 25,000 | - |
| 4346    TeacherSupplies | - | - | - |
| 4350    Cust. Supplies | - | - | - |
| 4351    Yearbook | - | - | - |
| 4390    Uniforms | 5,000 | 5,000 | - |
| 4400    NonCapEquip-Gen | 12,500 | 10,500 | (2,000) |
| 4410    ClssrmFrnEqp<5k | - | - | - |
| 4430    OffceFurnEqp<5k | - | - | - |
| 4440    Computers <$5k | 11,500 | 13,700 | 2,200 |
| 4461    Fixed Asset Susp (Imp) | - | - | - |
| 4464    Equipment (Pre-Cap) | - | - | - |
| 4710    Food | - | - | - |
| 4720    Food:Other Food | 34,000 | 34,000 | - |
| 4990    Prior Year Adj (Mat'ls) | - | - | - |
| 4999    Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **113,931** | **110,931** | **(3,000)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | - | - | - |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 12,500 | 15,900 | 3,400 |
| 5210 MilesParkTolls | 20,500 | 24,000 | 3,500 |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 8,500 | 11,500 | 3,000 |
| 5300 DuesMemberships | 17,500 | 17,500 | - |
| 5450 Other Insurance | 8,890 | 8,890 | - |
| 5500 OpsHousekeeping | 3,500 | 7,000 | 3,500 |
| 5510 Gas & Electric | - | - | - |
| 5610 Rent & Leases | 155,968 | 195,968 | 40,000 |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 8,000 | 8,000 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | - | - | - |
| 5800 ProfessServices | 238,000 | 437,000 | 199,000 |
| 5810 Legal | 72,000 | 72,000 | - |
| 5813 SchPrgAftSchool | - | - | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | - | - | - |
| 5820 Audit & CPA | 12,000 | 12,000 | - |
| 5825 DMSBusinessSvcs | 772,000 | 772,000 | - |
| 5835 Field Trips | - | - | - |
| 5836 FieldTrip Trans | - | - | - |
| 5840 MarkngStdtRecrt | 38,000 | 39,000 | 1,000 |
| 5850 Oversight Fees | - | - | - |
| 5857 Payroll Fees | 21,000 | 21,000 | - |
| 5860 Service Fees | 500 | 500 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 31,000 | 36,000 | 5,000 |
| 5864 Prof Dev-Other | 28,000 | 28,000 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | - | - | - |
| 5870 Livescan | - | - | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | 3,500 | 5,000 | 1,500 |
| 5884 Substitutes | - | - | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 1,450 | 1,450 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 15,000 | 15,000 | - |
| 5930 PostageDelivery | 11,500 | 11,500 | - |
| 5940 Technology | 63,737 | 27,737 | (36,000) |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **1,543,045** | **1,766,945** | **223,900** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400     EquipFixed | - | - | - |
| 6900     Depreciation | 515 | 515 | - |
| **SUBTOTAL - Capital Outlay & Depreciation** | **515** | **515** | **-** |
| | | | |
| **Other Outflows** | | | |
| 7299     Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310     Indirect Costs | - | - | - |
| 7438     InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **7,961,648** | **9,670,227** | **1,708,578** |

**Monthly Cash Flow 2024-25**

| MERF | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BEGINNING CASH | 2,889,314 | 2,899,004 | 2,891,363 | 2,883,722 | 2,807,031 | 2,756,199 | 2,705,367 | 2,628,676 | 2,577,844 | 2,527,012 | 2,450,321 | 2,399,489 | 2,348,657 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LCFF: EPA | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| LCFF: ILPT | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Federal Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other State Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Local Revenues | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 9,733,331 |
| **Total Revenue** | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 9,733,331 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Classified Salaries | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | - | 5,850,544 |
| Benefits | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | - | 1,941,292 |
| Books and Supplies | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 4,437 | 110,931 |
| Services and Operations | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 70,678 | 1,766,945 |
| Depreciation / Cap Outlay | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 21 | 515 |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 75,136 | 9,670,227 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 197,270 | 98,635 | 98,635 | | | | | | | | | | | 394,539 |
| Fixed Assets - Depreciation Addback | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | | 494 |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | - |
| Accounts Payable | (110,888) | (55,444) | (55,444) | | | | | | | | | | | (221,776) |
| Other | (25,859) | | | (25,859) | | | (25,859) | | | (25,859) | | | | (103,437) |
| **Total Other Transactions** | 60,564 | 43,232 | 43,232 | (25,818) | 41 | 41 | (25,818) | 41 | 41 | (25,818) | 41 | 41 | | 69,821 |
| **Total Change in Cash** | 9,690 | (7,641) | (7,641) | (76,691) | (50,832) | (50,832) | (76,691) | (50,832) | (50,832) | (76,691) | (50,832) | (50,832) | | 132,925 |
| **ENDING CASH** | 2,899,004 | 2,891,363 | 2,883,722 | 2,807,031 | 2,756,199 | 2,705,367 | 2,628,676 | 2,577,844 | 2,527,012 | 2,450,321 | 2,399,489 | 2,348,657 | <<< = 89 days cash | |

# Coversheet

## Facilities Projects Updates

**Section:**           III. Information/Discussion Items
**Item:**              E. Facilities Projects Updates
**Purpose:**           Discuss
**Submitted by:**
**Related Material:**  III_E_Update on Facilities Projects.pdf

| | |
|---|---|
| Agenda Item: | III E: Information/Discussion Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Patrick Ontiveros, General Counsel & Director of Facilities<br>Mustafa Sahin, Project Manager<br>Katrina Jimenez, Assistant Project Manager |
| RE: | Update on Facilities Projects |

### 1. *Action Proposed:*
This is an informational item, there is no action.

### 2. *Purpose:*
Facilities Department monthly report to give an update on the existing projects at each campus.

### 3. *Updates:*

MSA5 - 7111 Winnetka
- CDE site approval:
  - Updated the plan with an additional 4,700 square feet on the building's rooftop, plan was shared with CDE Thursday, 6/6 by DLR. CDE verbally accepted on Friday, 6/7.
- DSA pre-submission meeting is scheduled for Wednesday, 6/19.
- Start of demolition to be determined.
- MPS Staff are pursuing advanced site acquisition funds. Expect funds by mid-July.

MSA1:
*- JAM Building*
- The end of July is the new completion date.
- Mezzanine Area
  - Drywall will be finished the week of 6/21.
  - Painting will be completed by 6/28.
  - All Finishes will be installed by 7/5.
- Utilities
  - LADWP will tentatively start on 6/17: Finish 7/1
  - Wood Flooring start on 7/2; Finish 7/26
  - Storefront start on 6/25; Finish 7/17.
*- Bungalows*
- Fire Department Inspection on Monday, 6/17:
- Fire Department requested one integrated fire alarm system for the entire campus.
  - MPS Staff released RFP on 5/30.
  - Next steps: Building and Safety, LACOE
*- Alley Closure*
- Application was submitted Feb 02, 2024.

- Veronica followed up with the Fire Department on Thursday, 6/6.
- Planner expected to be assigned by end of Friday, 6/14.

MSA2 -16600 Vanowen

- Community Outreach to resume September.
- Councilwoman Imelda Padilla will be speaking at our MSA 2 graduation ceremony and Alfredo will have a more formal meeting mid-July.

MSA7 – 18120 Sherman Way

- Berliner Architect presented a test fit for the BofA building, discussing the options with the staff.
- Letter of Intent was signed 5/14.
- Due diligence is proceeding
- Lease Agreement is pending and concurrently working on starting our due diligence.
- Pacific Charter School Development presented a proposal to manage the project for $375,000.   PCSD is also considering an investment in the Project.  See Exhibit A.

MSA SA - Digital Sign

- Updated design to be submitted to DSA the week of 6/17.

4. ***Exhibits:***
    Exhibit A  PCSD Proposal

Exhibit A
Pacific Charter School Development
Project Management Proposal for 18120 Sherman Way

(See Following Pages)

May 10, 2024

Patrick Ontiveros, Esq.
General Counsel & Director of Facilities
Magnolia Public Schools
250 E 1st Street, Suite 1500
Los Angeles, CA, 9001

>    **Re:    Magnolia Science Academy 7 Adaptive Reuse of Bank Building located at 18120
>    Sherman Way, Reseda**

Dear Patrick:

Pacific Charter School Development ("PCSD") is pleased to present you with our proposal for Project Management services for the adaptive reuse and expansion of your current school campus ("Project"). Based on our previous conversation and our experience as the largest developer of charter schools in the U.S., we understand your current project needs and have the expertise to assist in further defining the project. Our specific capabilities include:

- Since 2004 we have completed over 100 new charter facilities projects serving more than 42,000 students in Southern California, the Bay Area, and Washington State.

- As a non-profit and mission-based organization focused on delivering high-quality and low-cost charter school facilities, we mitigate client risk by providing affordable funding solutions and providing technical expertise to ensure projects are completed on time and within budget.

- We deploy a team of experienced professionals to manage the entire facilities development process, including project scoping, design, cost estimating, financing, construction bid and award, and construction.

- We have extensive experience managing and successfully delivering privately funded and state bond-funded charter school projects with prevailing wage requirements.

We are excited about the opportunity to work with Magnolia Public School and look forward to further discussing our proposal with you. I can be reached with any questions at (310) 614-6895 or john@pacificcharter.org.

Sincerely,

John Sun
Chief Executive Officer

811 West 7th Street, Suite 310   Los Angeles, CA 90017
t. 213.542.4700   f. 213.542.4701   www.pacificcharter.org

**PROJECT MANAGEMENT SERVICES**

PCSD is prepared to provide project management services over an 18-month duration starting July 1$^{st}$, 2024 to clarify project requirements to renovate and add to an existing bank building to create a 18,000 sf facility including classrooms, servery and administrative office space.   The purpose of project scoping will be to validate the school's program in the design and masterplanning, assess required entitlements and approvals, define preliminary budget and schedule, and assist in evaluating potential financing opportunities and scenarios.  PCSD believes with accomplishing these activities, Magnolia will have a clear direction on how to proceed.  Below are a sample of the proposed activities:

- *Project Financing*
  a. Work with Magnolia to confirm affordable debt service for facilities funding.
  b. Explore potential additional funding sources.
  c. Facilitate selection of an appropriate financing structure with the board and school leaders.

- *Pre-Construction*
  a. Refine and validate project budget, create cash flow projections, track project spent-to-date against budget line-items.
  b. Package and coordinate monthly draw requests for funding and review and approve consultant/vendor invoices for monthly payment by client.
  c. Procure per client procurement policy, review, compare, and negotiate proposed contractor bids in order to finalize Schedule of Values and contract value.

- *Construction*
  a. Review vendor submittals for finishes and materials.
  b. Oversee development of detailed construction schedule, establish critical path, and ensure that timeline is maintained through delivery.
  c. Facilitate review and response for submittals and RFIs requiring input and decisions by client.
  d. Approve general contractor's monthly progress payment and submit any required requests for funding.
  e. Manage project budget and financial tracking, providing at least monthly updates on budget to actual expenditures.
  f. Identify variances from budgeted amounts, including exposures against construction contingencies.
  g. Advise client on contingency use for proposed change orders, wish list items and keep client updated on status of contingency funds throughout construction.
  h. Coordinate proposed change order process, including documentation requirements. Review, manage and negotiate Proposed Change Orders.
  i. Ensure all punch list defects are addressed.
  j. Coordinate with General Contractor to ensure that all final inspections are scheduled and passed in order to meet the project delivery date and to obtain Certificate of Occupancy.

- *Post Construction*
  a. Obtain closeout documentation including: Warranties and guarantees and lien releases.

b.  Assist in preparing any financing/funding closeouts, convert construction loans to permanent loans, if necessary.
c.  Reconcile project accounting for handover to client.
d.  If applicable, assist LEED/CHPS consultant in submission of final certificate application and distribution of certification upon receipt.

## FEE STRUCTURE

With an estimated 20-month duration, our services will be a fixed fee of $375,000, exclusive of reimbursable expenses.   The fee will be due in 20 monthly payments of $18,750, determined by the total fee amount divided by the project's estimated duration. We believe it is in our clients' best interests to have a single fee without the uncertainty of unforeseen costs.

## PROPOSED STAFF

PCSD has an experienced staff with a proven track record and relies primarily on its in-house expertise to provide cost-effective services. Principals identified below are John Sun, Chief Executive Officer, and Akil Manley, Regional Director. Day-to-day project scoping will be provided by Project Director, Joe Wilson, and financing support will be provided by Finance Director Tina Lin. Our team members' qualifications are described below, and resumes are available upon request:

•  John Sun, Chief Executive Officer - Before joining PCSD, John worked within the Los Angeles Unified School District to fund innovative facilities solutions for charter schools. He was also Vice President of New School Development at Green Dot Public Schools and oversaw Green Dot's growth strategy, advocacy, community outreach, and student recruiting efforts. As Director of Real Estate Development for Green Dot, he developed eight permanent charter school campuses in Los Angeles. His previous professional experience also includes work in community redevelopment and as a consultant with PwC. John holds a Master of Public Policy from the University of Southern California and a B.A. from the University of California at Berkeley.

•  Akil Manley, Regional Director - Akil has spent his career in real estate development focused on enhancing communities by developing facilities that support the underserved. He has led the development of urban infill new construction and adaptive reuse projects, entailing acquisitions, entitlements, design, construction, and disposition. Akil brings over 20 years of experience, having developed over 1.5MM square feet and $750MM in projects throughout Northern and Southern California. Akil is a graduate of the University of California, Riverside, and University of Southern California, Sol Price School of Public Policy.

•  Joseph Wilson, Project Director - Joseph has over 20 years of real estate development experience, including entitlements, design, and construction.  Before joining PCSD, he worked as a project manager overseeing numerous commercial real estate developments and approximately 35 childcare facilities. He has B.A. and J.D. degrees from Brigham Young University.

•  Tina Lin, Finance Director - Tina has facilitated over $300 million of financing for private and publicly financed charter school facility projects throughout California. She has modeled the

financial feasibility of countless projects, determining affordability with single-site and CMO-operated organizations, and educated school boards and leaders on effective financing plans. Tina has structured and negotiated acquisition and construction loans for 30+ projects and facilitated successful closings of loans with follow-up for loan conversions, loan administration, and financing exits. Prior to PCSD, Tina worked for U.S. Bank's Community Development Corporation and financed an array of real estate projects and commercial businesses, including several charter schools, through the New Markets Tax Credit, Historic Tax Credit and Renewable Energy Tax Credit programs. Tina has a Master's of Real Estate Development from USC and graduated from MIT with a Bachelor's of Science in Architecture Design.

# Coversheet

## Appointment of 2024-25 MPS Board Officers

**Section:**            IV. Action Items
**Item:**               A. Appointment of 2024-25 MPS Board Officers
**Purpose:**            Vote
**Submitted by:**
**Related Material:**   IV_A_2024-25 Board Officers.pdf

| | |
|---|---|
| Agenda Item: | IV A: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Alfredo Rubalcava, CEO & Superintendent |
| RE: | Appointment of 2024-25 MPS Board Officers |

## *Action Proposed:*

I move that the Board appoint _____ to serve as the MPS Board Chair, _____ as the MPS Vice-Chair and _____ as MPS Board Secretary starting June 18, 2024.

## *Background:*

Every year in June, MPS Board approves the annual appointment of the Board Chair, Board Vice-Chair and Board Secretary.

For 2023-24, Board appointments were as followed: Mr. Mekan Muhammedov, Board Chair; Ms. Sandra Covarrubias, Board Vice-Chair; Jennifer Lara, Board Secretary.

## *Analysis:*

Given that the item did not go to the Nominating/Governance Committee for recommendation, the Board shall discuss their nominations and create the notion at this meeting.

## *Budget Implications:*

This action has no budget implications.

## *Exhibits:*

N/A

# Coversheet

## Approval of Local Control and Accountability Plans (LCAP) for All MPS

**Section:** IV. Action Items
**Item:** B. Approval of Local Control and Accountability Plans (LCAP) for All MPS
**Purpose:** Vote
**Submitted by:**
**Related Material:** IV_B_LCAP Adoption 2024-25.pdf

| Agenda Item: | IV B: Action Item |
| --- | --- |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | David Yilmaz, Chief Accountability Officer |
| RE: | Approval of the Local Control and Accountability Plans (LCAP) for All MPS |

## 1. *Action Proposed:*

I move that the Board approve the Local Control Accountability Plans for all MPS.

## 2. *Purpose:*

Board approval of LCAP is a requirement for LEAs as described in the Ed Code.

## 3. *Background:*

*LCAP Development Process*

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool. Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a school's required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other educational partners in developing, reviewing, and supporting implementation of the LCAP.

The MPS Home Office has collaborated with the school leadership teams in ensuring that all of the school LCAPs have school-wide goals, annual measurable outcomes and specific actions aligned to the eight state priorities and that the schools have meaningfully engaged their educational partners in the development of their LCAP.

As part of the LCAP development process our schools have conducted educational partners surveys to engage our educational partners in the evaluation of their experience at MPS. School leadership teams have shared their reflection on the survey results and findings that identify their greatest progress, greatest needs,

and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams have completed their reflections and presented them to their educational partners in various settings, including presentations at regular meetings of the Board.

School leadership teams have also presented their CA School Dashboard results and findings as well as other school performance data to their educational partners at their PAC and ELAC meetings throughout the year. During the year, the MPS Board and the Academic Committee have been presented SBAC, CA School Dashboard, NWEA, and other LCAP progress data as well as each MSA's glows, grows, and priorities with next action steps.

*LCAP Public Hearing*

The public hearing of LCAP is a requirement for LEAs as described in the Ed Code. Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

MPS held a public hearing for our LCAPs and a public hearing for the school budgets at the regular meeting of the Board on June 17, 2024. For the public hearing, the ~~draft~~ LCAPs were uploaded to the school websites under Accountability for easy public access. The invitation to the public hearing was shared with educational partners via our ParentSquare messaging system as well as how the public could share their feedback. The public hearing for the school budgets led by the finance department took place after the public hearing for the LCAPs.

*Local Indicators, LCAP Adoption, and Budget Adoption*

Besides the public hearing requirement for the LCAP and the budget, the LCAP adoption process also requires adoption of the LCAP at the same meeting as the budget adoption, LCAP before the budget, as well as sharing of the local indicators with the board and the public at the same meeting. Therefore, the June 17, 2024, Board agenda includes one information item, i.e., the local indicators, and two approval items, i.e., the LCAP and the budget.

## 4. *Analysis:*

MPS has a robust timeline for completing the LCAP and the planning process that serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Educational Partners Engagement, and Accountability and Compliance. The timeline has a calendar of activities, including LCAP metric progress updates, data analysis meetings, LCAP goal analysis sessions, PAC meetings, and many more activities that help our schools develop their LCAP. The accountability department collaborates with other departments in training our school leadership teams and ensuring the timeline of activities is implemented. The Director of State and Federal Programs (SFP) oversees the org-wide coordination of LCAP activities.

In terms of funds and budgeting, the school leadership teams have worked with the MPS finance department for the annual update of their LCAP estimated actual expenditures and next year's budgeted expenditures. As part of the budgeting process, all expenditures have been entered in the budgeting software, Adaptive Insights, and coded by LCAP goal and action. The reports produced from Adaptive Insights have been used by the principals to update the required fields in the LCAP templates. Since MPS chooses to use the LCAP as SPSA, the expenditures funded by the federal Title funds have been specifically outlined in the LCAP action descriptions. Any substantive changes to Title fund expenditures during the year were shared with the PAC and ELAC and their feedback was sought.

The finalized LCAPs are attached for the Board's approval.

## 5. *Impact:*

The processes described in the above sections are all part of our LCAP development and continuous improvement cycle. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. We shared the draft LCAP with, and requested input from, schoolsite-level advisory groups. With thorough support from the Home Office, each MSA school leadership team developed a successful, compliant LCAP document that serves as a comprehensive strategic planning tool for the school.

## 6. *Exhibits:*

1. LCAP for each Magnolia Science Academy

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-1

CDS Code: 19-10199-6119945

School Year: 2024-25

LEA contact information:

Brad Plonka

Principal

bplonka@magnoliapublicschools.org

(818) 609-0507

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year



**Projected Revenue by Fund Source**

Total LCFF funds
$10,562,288
71 %

All federal funds,
$569,861, 4%

All other state funds,
$3,491,135, 23%

All local funds,
$232,217, 2%

LCFF supplemental &
concentration grants,
$2,900,767, 19%

All Other LCFF funds,
$7,661,521, 52%

This chart shows the total general purpose revenue Magnolia Science Academy-1 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-1 is $14,855,501, of which $10,562,288 is Local Control Funding Formula (LCFF), $3,491,135 is other state funds, $232,217 is local funds, and $569,861 is federal funds. Of the $10,562,288 in LCFF Funds, $2,900,767 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



## Budgeted Expenditures in the LCAP

- Total Budgeted General Fund Expenditures, $14,649,004
- Total Budgeted Expenditures in the LCAP $14,649,004

This chart provides a quick summary of how much Magnolia Science Academy-1 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-1 plans to spend $14,649,004.31 for the 2024-25 school year. Of that amount, $14,649,004.31 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-1 is projecting it will receive $2,900,767 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-1 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy-1 plans to spend $3,383,468.52 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Magnolia Science Academy-1 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-1 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-1's LCAP budgeted $2,474,649.99 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-1 actually spent $1,470,106.44 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,004,543.5,500,000,003 had the following impact on Magnolia Science Academy-1's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 1 used state, federal, and local funds such as CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-1 | Brad Plonka<br>Principal | bplonka@magnoliapublicschools.org<br>(818) 609-0507 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|--------|-------------|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 91% | 2021-22: (Spring 2021 to Fall 2021) 78% | 2022-23: (Fall 2021 to Fall 2022) 70%  This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 74% | 2023-24: (Fall 2022 to Fall 2023) 90% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.3% | 2021-22: (As of 5/12/22) 97.5% | 2022-23: (As of 5/15/23) 95.8% | 2023-24: (As of 12/15/23) 96.0% | 2023-24: 97.0% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our planned implementation and actions remain unchanged. We continue to provide basic services that ensure a high-quality learning environment. Our commitment to this goal aligns with our original plan, emphasizing the importance of a safe, secure, and healthy environment for all students and staff. We consistently ensure access to fully credentialed teachers and standards-aligned instructional materials.

In the coming year, we will maintain this goal without significant modifications, making only necessary adjustments to optimize the delivery of these basic services. Additionally, we anticipate that increased support for teachers as well as teacher working towards clearing their credentials will help improve our teacher retention rate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $48,000.00
Actual: $48,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 2
Budgeted: $1,204,997
Actual: $1,204,997
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $3,087,125
Actual: $3,036,393
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 4
Budgeted: $25,000
Actual: $30,222
Explanation: This action relates to expenditures associated with the following: Food and Office Supplies. Initially, the school budgeted $30,222 for food and office supplies. However, not all of the budgeted amount was spent based on need.

Goal 1 Action 5
Budgeted: $1,465,582
Actual: $1,465,582
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We ensure compliance with teacher assignments and credentials. All students and staff have access to instructional materials and technology. Our school maintains clean and safe facilities that support learning. We provide healthy and nutritious meals daily. The school site benefits from well-coordinated Home Office support services.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting on past practices and incorporating feedback from teachers and stakeholders, we have made several changes to the planned goal, metrics, desired outcomes, and actions for Goal 1 Action 1. These changes focus on improving more classroom support for new teachers and providing enhanced professional development opportunities to better support our teachers in their classrooms.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 74% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 48% | 2023-24: (As of 12/15/23) 49% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 62% | 2021-22: (First semester) 76% | 2022-23: (First semester) 83% | 2023-24: (First semester) 70% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 52.5 | 2021-22: (As of 5/13/22) 42.8 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 45.06%<br>• English Learners: 3.03%<br>• Socioeconomically Disadvantaged: 44.69%<br>• Students with Disabilities: 8.62%<br>• Asian: 64.28%<br>• Hispanic: 42.73%<br>• White: 56.25% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 36.04%<br>• English Learners: 2.04%<br>• Socioeconomically Disadvantaged: 34.81%<br>• Students with Disabilities: 5.26%<br>• Asian: 69.23%<br>• Hispanic: 33.07%<br>• White: 69.23%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2022-23:<br>• All Students: 33.01%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 31.44%<br>• Students with Disabilities: 11.11%<br>• Asian: 50.00%<br>• Hispanic: 31.26%<br>• White: 45.45%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 44.02% | 2022-23:<br>• All Students: 48.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 48.00%<br>• Students with Disabilities: 15.00%<br>• Asian: 66.00%<br>• Hispanic: 47.00%<br>• White: 58.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 38.37%</li><li>English Learners: 1.09%</li><li>Students with Disabilities: 9.09%</li><li>Hispanic: 35.73%</li><li>White: 63.64%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 43.98%</li></ul> | percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 47.07%</li><li>English Learners: 8.25%</li><li>Students with Disabilities: 20.00%</li><li>Hispanic: 45.05%</li><li>White: 53.85%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 49.64%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: | 2018-19: (2019 Dashboard)<ul><li>All Students: 12.9 points below standard</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, | 2021-22: (2022 Dashboard)<ul><li>All Students: 33.9 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 41.1 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 7.0 points below standard</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CA School Dashboard) | <ul><li>English Learners: 67.8 points below standard</li><li>Socioeconomically Disadvantaged: 15.7 points below standard</li><li>Students with Disabilities: 96.0 points below standard</li><li>Asian: 49.6 points above standard</li><li>Hispanic: 19.4 points below standard</li><li>White: 20.9 points above standard</li></ul> | the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 49.5%</li><li>English Learners: 43.0%</li><li>Students with Disabilities: 41.1%</li><li>Hispanic: 48.6%</li><li>White: 53.3%</li></ul> | <ul><li>English Learners: 98.5 points below standard</li><li>Socioeconomically Disadvantaged: 37.6 points below standard</li><li>Students with Disabilities: 109.7 points below standard</li><li>Hispanic: 41.0 points below standard</li><li>White: 40.2 points above standard</li></ul> | <ul><li>English Learners: 107.2 points below standard</li><li>Socioeconomically Disadvantaged: 45.7 points below standard</li><li>Students with Disabilities: 114.1 points below standard</li><li>Asian: 4.5 points below standard</li><li>Hispanic: 46.7 points below standard</li><li>White: 2.8 points above standard</li></ul> | <ul><li>English Learners: 59.0 points below standard</li><li>Socioeconomically Disadvantaged: 8.0 points below standard</li><li>Students with Disabilities: 80.0 points below standard</li><li>Asian: 50.0 points above standard</li><li>Hispanic: 12.0 points below standard</li><li>White: 22.0 points above standard</li></ul> |
| Percentage of students meeting their growth targets on the Measures of Academic Progress | 2020-21:<ul><li>All Students: 57.6%</li></ul> | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection: | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection: | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection: | 2023-24:<ul><li>All Students: 60.0%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | • English Learners: 51.0%<br>• Socioeconomically Disadvantaged: 58.6%<br>• Students with Disabilities: 60.5%<br>• Asian: 67.7%<br>• Hispanic: 57.3%<br>• White: 55.0% | • All Students: 49.5%<br>• English Learners: 43.0%<br>• Socioeconomically Disadvantaged: 50.1%<br>• Students with Disabilities: 41.1%<br>• Asian: 59.4%<br>• Hispanic: 48.6%<br>• White: 53.3% | • All Students: 56.1%<br>• English Learners: 52.1%<br>• Socioeconomically Disadvantaged: 55.3%<br>• Students with Disabilities: 58.1%<br>• Asian: 64.5%<br>• Hispanic: 56.1%<br>• White: 40.0% | • All Students: 57.9%<br>• English Learners: 50.4%<br>• Socioeconomically Disadvantaged: 57.3%<br>• Students with Disabilities: 58.1%<br>• Hispanic: 57.3%<br>• White: * | • English Learners: 60.0%<br>• Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 70.0%<br>• Hispanic: 60.0%<br>• White: 60.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 30.13%<br>• English Learners: 9.09%<br>• Socioeconomically Disadvantaged: 27.72%<br>• Students with Disabilities: 5.17%<br>• Asian: 42.86%<br>• Hispanic: 27.16%<br>• White: 62.50% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 | 2021-22:<br>• All Students: 14.05%<br>• English Learners: 1.02%<br>• Socioeconomically Disadvantaged: 13.93%<br>• Students with Disabilities: 3.57%<br>• Asian: 38.46%<br>• Hispanic: 11.72%<br>• White: 46.15% | 2022-23:<br>• All Students: 23.53%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 21.96%<br>• Students with Disabilities: 3.64%<br>• Asian: 38.46%<br>• Hispanic: 22.28%<br>• White: 28.57% | 2022-23:<br>• All Students: 34.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 34.00%<br>• Students with Disabilities: 15.00%<br>• Asian: 45.00%<br>• Hispanic: 32.00%<br>• White: 64.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 17.49%<br>• English Learners: 1.02%<br>• Students with Disabilities: 3.70%<br>• Hispanic: 14.70%<br>• White: 54.55%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 31.98% | We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 18.27%<br>• English Learners: 0.88%<br>• Students with Disabilities: 4.92%<br>• Hispanic: 16.89%<br>• White: 21.43%<br><br>IAB Math Level 3 and 4 Projection (5/12/23): | IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 44.18% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | • All Students: 45.52% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 43.1 points below standard<br>• English Learners: 77.6 points below standard<br>• Socioeconomically Disadvantaged: 47.1 points below standard<br>• Students with Disabilities: 121.2 points below standard<br>• Asian: 34.3 points above standard<br>• Hispanic: 50.0 points below standard<br>• White: 6.2 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 50.1%<br>• English Learners: 37.2% | 2021-22: (2022 Dashboard)<br>• All Students: 100.2 points below standard<br>• English Learners: 144.9 points below standard<br>• Socioeconomically Disadvantaged: 103.3 points below standard<br>• Students with Disabilities: 158.6 points below standard<br>• Hispanic: 107.8 points below standard<br>• White: 37.4 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 82.7 points below standard<br>• English Learners: 140.6 points below standard<br>• Socioeconomically Disadvantaged: 89.0 points below standard<br>• Students with Disabilities: 161.8 points below standard<br>• Asian: 40.1 points below standard<br>• Hispanic: 89.0 points below standard<br>• White: 37.2 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 37.0 points below standard<br>• English Learners: 67.0 points below standard<br>• Socioeconomically Disadvantaged: 41.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Asian: 35.0 points above standard<br>• Hispanic: 42.0 points below standard<br>• White: 8.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>Students with Disabilities: 44.0%</li><li>Hispanic: 49.5%</li><li>White: 71.4%</li></ul> | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<ul><li>All Students: 57.7%</li><li>English Learners: 55.4%</li><li>Socioeconomically Disadvantaged: 57.6%</li><li>Students with Disabilities: 51.1%</li><li>Asian: 68.8%</li><li>Hispanic: 56.5%</li><li>White: 68.4%</li></ul> | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 50.1%</li><li>English Learners: 37.2%</li><li>Socioeconomically Disadvantaged: 48.9%</li><li>Students with Disabilities: 44.0%</li><li>Asian: 50.0%</li><li>Hispanic: 49.5%</li><li>White: 71.4%</li></ul> | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 57.5%</li><li>English Learners: 50.7%</li><li>Socioeconomically Disadvantaged: 58.7%</li><li>Students with Disabilities: 59.6%</li><li>Asian: 64.5%</li><li>Hispanic: 56.9%</li><li>White: 53.3%</li></ul> | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 61.1%</li><li>English Learners: 62.1%</li><li>Socioeconomically Disadvantaged: 60.1%</li><li>Students with Disabilities: 53.5%</li><li>Hispanic: 59.4%</li><li>White: *</li></ul> | 2023-24:<ul><li>All Students: 65.0%</li><li>English Learners: 60.0%</li><li>Socioeconomically Disadvantaged: 65.0%</li><li>Students with Disabilities: 60.0%</li><li>Asian: 70.0%</li><li>Hispanic: 65.0%</li><li>White: 70.0%</li></ul> |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who | 2018-19: (2019 Dashboard) 52.6% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level. | 2021-22: (2022 Dashboard) 53.6% | 2022-23: (2023 Dashboard) 55.4% | 2022-23: (2023 Dashboard) 55.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | 2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 16.80%<br>• Level 3: 33.60%<br>• Level 3: 40.00%<br>• Level 1: 9.60% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 10.4% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 16.80% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 14.56% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 17.58% | 2023-24: 13.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 30.61%<br>• English Learners: 0.00%<br>• Socioeconom ically | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 21.13%<br>• English Learners: 0.00%<br>• Socioeconom ically | 2022-23:<br>• All Students: 5.6%<br>• English Learners: 0.00%<br>• Socioeconom ically | 2022-23:<br>• All Students: 33.00%<br>• English Learners: 10.00%<br>• Socioeconom ically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 29.46% <ul><li>Students with Disabilities: 5.00%</li><li>Hispanic: 26.56%</li><li>Hispanic: 26.56%</li></ul> | | Disadvantaged: 18.22% <ul><li>Students with Disabilities: 5.26%</li><li>Hispanic: 19.41%</li></ul> | Disadvantaged: 5.26% <ul><li>Students with Disabilities: 0.00%</li><li>Hispanic: 5.22%</li></ul> | Disadvantaged: 33.00% <ul><li>Students with Disabilities: 15.00%</li><li>Hispanic: 30.00%</li></ul> |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We are dedicated to ensuring that every student receives equal access to high-quality instruction and a comprehensive curriculum aligned with the California Content Standards. Our commitment encompasses all grade levels and subject areas, striving to meet the diverse needs of our student body.

Our educational approach emphasizes promoting academic progress through rigorous coursework, engaging teaching methods, and supportive learning environments. By integrating these elements, we aim to foster a deep understanding of core subjects and critical thinking skills.

Moreover, we place a strong emphasis on preparing our students for their future endeavors, whether that involves pursuing higher education or entering the workforce. Our programs are designed to equip students with the necessary knowledge, skills, and experiences to succeed in college and their chosen career paths, ensuring they are well-prepared for the challenges and opportunities that lie ahead.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $2,659,445
Actual: $2,638,350

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2
Budgeted: $82,522
Actual:$82,522
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 3
Budgeted: $1,239,349
Actual: $1,177,887
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $89,739
Actual: $89,739
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 5
Budgeted: $1,629,137
Actual: $1,628,269
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Broad Course of Study and Standards-Based Curriculum: We ensured that all students had access to a comprehensive and rigorous educational program aligned with the California Content Standards. This alignment guarantees that our curriculum meets the highest educational benchmarks and prepares students for academic success.

Professional Development for High-Quality Instruction: We enhanced the teaching capabilities of our staff by providing targeted professional development in areas such as Universal Design for Learning (UDL), checking for understanding, differentiation, and cooperative learning. These initiatives have led to improved instructional quality and better student performance.

MTSS - Academic Enrichment, Intervention, and Student Support: Our Multi-Tiered System of Supports (MTSS) effectively addressed the individual needs of our students. By providing multiple layers of academic growth opportunities, this system has resulted in significant improvements in student outcomes.

Designated and Integrated ELD Programs: These programs were designed to enhance students' English proficiency and their ability to access the core curriculum. As a result, students in our English Language Development (ELD) programs have shown marked improvements in academic achievement.

Support for Students with Disabilities: We ensured that students with disabilities had equal access to the curriculum and were provided with the necessary support to facilitate their learning. This commitment has enabled these students to make significant academic progress, ensuring they receive the same educational opportunities as their peers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

MSA-1 is dedicated to providing continuous professional development opportunities for all staff members, beginning with intensive summer training and continuing throughout the school year. These sessions will concentrate on enhancing student engagement, building positive relationships, and promoting their overall well-being. Additionally, the Math curriculum in its second year will continue to ensure alignment with the educational requirements for the upcoming 2024-2025 academic year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2019-20: (2020 Dashboard) 58.5% | 2021 Dashboard CCI data is not available. 2021-22: (Projected as of 5/13/22) 58.3% | 2022 Dashboard CCI data is not available. 2022-23: (Projected as of 5/12/23) 73.3% | 2022-23: (2023 Dashboard) 72.7% | 2022-23: (2023 Dashboard) 70.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 55.56% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 47.56% We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 64.38% IAB ELA Level 3 and 4 Projection (1/22/24): • Grade 11 Students: 53.06% | 2022-23: 60.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 58.23%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 64.38% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 67.61%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 55.56% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 15.87% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 19.51%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 24.66%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 39.29% | 2022-23: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 34.18%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 38.58% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 19.18%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 56.25% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 68.4% | 2020-21: 49.6% | 2021-22: 69.1% | 2022-23: 75.3% | 2022-23: 70.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 50.7% | 2020-21: 64.4% | 2021-22: 41.7% | 2022-23: 60.0% | 2022-23: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 18.9% | 2021-22: (As of 5/13/22) 23.6% | 2021-22: (2022 Dashboard) 17.8%<br><br>2022-23: (As of 5/12/23) 48.0% | 2022-23: (As of 5/20/24) 52.0% | 2022-23: (2023 Dashboard) 30.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 84.6% | 2020-21: 87.5%<br><br>2021-22: (As of 5/13/22) 81.9% | 2021-22: (CDE DataQuest) 75.7%<br><br>2022-23: (As of 5/12/23) 96.0% | 2022-23 (CDE DataQuest): 95.9% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 36.5% | 2021-22: (As of 5/13/22) 22.2% | 2021-22: (CDE DataQuest) 22.9%<br><br>2022-23: (As of 5/12/23) 25.3% | 2022-23 (CDE DataQuest): 26.0% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 31.1% | 2021-22: (As of 5/13/22) 30.6% | 2021-22: (CDE DataQuest) 28.6%<br><br>2022-23: (As of 5/12/23) 48.0% | 2022-23 (CDE DataQuest): 45.2% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 45.9% | 2021-22: (As of 5/13/22) 29.2% | 2022-23: (As of 5/12/23) 64.0% | 2023-24: (As of 5/20/24) 53.3% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 95.0% | 2021-22: (As of 5/13/22) 94% | 2022-23: (As of 5/12/23) 99.0% | 2023-24: (As of 5/20/24) 88.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 54.0% | 2021-22: (As of 5/13/22) 67% | 2022-23: (As of 5/12/23) 87.0% | 2023-24: (As of 5/20/24) 76.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 49.2% | Class of 2019 data is not available. | Class of 2019: 69.6%<br><br>Class of 2020: 51.5% | Class of 2021: 52.7% | Class of 2021: 65.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 9% | 2021-22: (As of 5/13/22) 2% | 2022-23: (As of 5/12/23) 9.0% | 2023-24: (As of 5/20/24) 9.0% | 2023-24: 15% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 92% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 95% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

We are committed to fostering innovation among our students, ensuring they receive a well-rounded education that prepares them for college and the challenges of a global society. Our commitment involves encouraging creativity and the transformative use of technology, enabling each student to develop into an independent, innovative scholar.

To achieve this, we will maintain and enhance our existing strategies, which are designed to improve learning outcomes for all students. These strategies include integrating advanced technological tools into the classroom, promoting project-based learning that emphasizes critical thinking and problem-solving skills, and supporting collaborative initiatives that inspire creativity and intellectual growth. Our goal is to equip students with the knowledge, skills, and mindset necessary to excel in an ever-evolving world.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $220,094
Actual: $198,253
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $13,000
Actual: $13,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 3
Budgeted: $221,975
Actual: $221,975
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $482,981
Actual: $458,274
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 5
Budgeted: $886,638
Actual: $886,638
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

College/Career Readiness Programs and Activities: We effectively monitor student outcomes after graduation by tracking metrics such as college admission rates and vocational training enrollment. 77% of our students are classified as Prepared on the College/Career Indicator (CCI), over 99% meet the UC/CSU requirements, and more than 50% of the graduating class earns an Advanced or Honors Diploma.

STEAM and GATE Programs: We evaluate student data from assessments like OLSAT 8, ELPAC, SBAC, CAST, MAP, and IABs to identify students eligible for enrollment in STEAM and Gifted and Talented Education (GATE) programs. Notably, 100% of our students have created or demonstrated a STEAM-focused assignment, showcasing their engagement and skills in these areas.

Digital Literacy and Citizenship Programs: We assess students' abilities to use technology effectively and safely, their understanding of digital ethics, and their awareness of the implications of their online activities through our weekly Social Emotional Learning (SEL) and Digital Citizenship Curriculum.

Physical Education, Activity, and Fitness: We measure the effectiveness of our physical education program by tracking improvements in students' fitness levels and participation rates through the Physical Fitness Test (PFT). Additionally, we actively engage students in CIF sports, including soccer, basketball, and volleyball, promoting teamwork and physical health.

Additional Programs and Activities for a Well-Rounded Education: We assess the impact of our supplementary programs by monitoring student engagement levels and implementing Positive Behavioral Interventions and Supports (PBIS) practices to enhance the overall student experience and ensure their success.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3, Action 1: Our objective is to enhance college readiness for 11th-grade students by increasing the availability of resources and offering more college visits, including those that may require overnight travel.

Goal 3, Action 2: We aim to expand our offerings in science-related electives, introducing courses like Environmental Science and facilitating participation in programs such as Robotics.

Goal 3, Action 3: We plan to adopt a more integrated approach to providing SEL and Digital Literacy classes. Administrators and counselors will actively support teachers in delivering this curriculum.

Goal 3, Action 4: To strengthen our physical education program and enhance our middle and high school athletic programs, we will open our gymnasium for the next academic year and continue to improve the Physical Education facilities with additional equipment.

Goal 3, Action 5: No adjustments will be made to this action. We will continue to provide students with a wider range of elective options beyond their core classes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 3 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 3 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 3 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 20 | 2021-22: (As of 5/13/22) 5 | 2022-23: (As of 5/12/23) 7 | 2023-24: (As of 5/20/24) 5 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 20 | 2021-22: (As of 5/13/22) 5 | 2022-23: (As of 5/12/23) 45 | 2023-24: (As of 5/20/24) 78 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 1/22/24)<br>2 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>9.0% | 2021-22: (As of 5/13/22)<br>9.9% | 2022-23: (As of 5/12/23)<br>18.3% | 2023-24: (As of 5/20/24)<br>14.4% | 2023-24:<br>20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>98.06% | 2021-22: (P-2 ADA)<br>88.19% | 2022-23: (P-2 ADA)<br>93.23% | 2023-24: (P-2 ADA)<br>93.17% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>3.8% | 2021-22: (As of 5/13/22)<br>24.4% | 2021-22: (2022 Dashboard)<br>29.9%<br><br>2022-23: (As of 5/12/23)<br>21.4% | 2022-23: (2023 Dashboard)<br>23.5%<br><br>2023-24: (As of 1/22/24)<br>17.5% | 2022-23: (2023 Dashboard)<br>5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0.00% | 2023-24: (As of 6/3/24)<br>0.00% | 2023-24:<br>0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20:<br>0.0% | 2020-21:<br>0.0% | 2021-22: (CDE DataQuest)<br>2.7%<br><br>2022-23: | 2022-23: (CDE DataQuest)<br>2.6% | 2022-23: (CDE DataQuest)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.00% | 2023-24: (As of 6/3/24) 1.3% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 100.0% | 2020-21: (2021 Dashboard) 100% | 2021-22: (2022 Dashboard) 95.9% 2022-23: (As of 5/12/23) 100.0% | 2022-23: (2023 Dashboard) 94.9% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 1.6% | 2021-22: (2022 Dashboard) 1.7% 2022-23: (As of 5/12/23) 3.1% | 2022-23: (2023 Dashboard) 3.5% 2023-24: (As of 5/31/24) 1.9% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.0% | 2021-22: (CDE DataQuest) 0.00% 2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 5/31/24) 0.13% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 91.5% Families: 100.0% Staff: 100.0% | 2021-22: Students: 80.8% Families: 13.8% Staff: 86.6% | 2022-23: Students: 99.0% Families: 73.7% Staff: 100.0% | 2023-24: Students: 99.3% Families: 91.0% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 72% Families: 95% Staff: 92% | 2021-22: Students: 58.0% Families: 91.0% Staff: 73.0% | 2022-23: Students: 56% Families: 91% Staff: 75% | 2023-24: Students: 55.0% Families: 92.0% Staff: 70.0% | 2023-24: Students: 75% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 91% | 2021-22: (Spring 2021 to Fall 2021) 94.0% | 2022-23: (Spring 2022 to Fall 2022) 87% | 2023-24: (Spring 2023 to Fall 2023) 84.38% | 2023-24: (Spring 2023 to Fall 2023) 90% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We consistently offered all students, families, staff, and educational partners beneficial opportunities designed to shape leadership, advocacy, and collaboration within a safe and nurturing environment. These initiatives ensure that every member of our community has the chance to contribute and grow, fostering a strong, supportive network for all.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $366,891
Actual:  $366,891
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3

Budgeted: $494,056
Actual: $512,313
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $3,500
Actual: $3,500
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5
Budgeted: $390,709
Actual: $421,353
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Seeking Family Input for Decision Making: Through the active facilitation of 8 PAC meetings, 4 ELAC gatherings, and over 50 other parent engagement sessions, we ensured that family voices were heard and integrated into our decision-making processes. This collaborative approach to school governance strengthens our community bonds and fosters a sense of ownership in shaping our educational endeavors.

Building Partnerships with Families for Student Outcomes: By consistently reaching out to over 20% of our student population through Zoom or in-person visits, conducting Parent-Teacher conferences each semester, and hosting open houses, we have forged robust partnerships with families. This sustained engagement has resulted in heightened student involvement and enhanced academic outcomes, reflecting tangible progress towards our educational goals.

MTSS - PBIS and SEL Support: Our adoption of Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Social and Emotional Learning (SEL) strategies has been pivotal in addressing behavioral challenges, nurturing emotional well-being, and ultimately, improving academic performance. The ongoing decrease in chronic absenteeism following the pandemic and the remarkable increase in students' Average Daily Attendance (ADA) by about 94% underscore the effectiveness of these initiatives.

Annual Educational Partner Surveys: Valuable insights gathered from feedback provided by all three educational partners (students, families, and staff) have guided our strategic efforts, shedding light on areas of success and areas needing improvement. This commitment to transparency and continuous improvement, evidenced by the impressive response rates of 99% from students, 91.6% from families, and 100% from staff, has been instrumental in propelling us towards our overarching objectives.

Community Outreach and Partnerships: Through collaborative endeavors with local businesses, organizations, and community members, we have expanded the support network available to our students. This heightened community involvement has enriched the educational experience, providing additional resources and opportunities, and has been indispensable in our journey towards achieving our educational aspirations.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is dedicated to furnishing an array of community resources to bolster student and family engagement. We will persist in offering Metro Tap cards to support attendance, provide mobile health clinics to address community needs, and intend to establish additional committees comprising students, families, and staff to spearhead more aligned improvements within the school.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

| |
|---|
| |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

| |
|---|
| |

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

| |
|---|
| |

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

| |
|---|
| |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-1 | Brad Plonka<br>Principal | bplonka@magnoliapublicschools.org<br>(818) 609-0507 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-1 or Charter School) is a classroom-based charter school serving grades 6–12 with a curriculum emphasizing science, technology, engineering, arts, and math (STEAM). Originally founded in 2002, MSA-1's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-1 currently has 718 students in grades 6-12 and mainly draws enrollment from Reseda, CA, and neighboring communities. The neighborhoods that MSA-1 serves are heavily immigrants, with languages other than English spoken at home. A high concentration of the families MSA-1 serves face economic challenges. MSA-1 has a diverse enrollment, including 90% Hispanic/Latino, 3% White, 4% Asian, 2% African American, 85% Socioeconomically Disadvantaged, 16% Special Education, and 23% English Learner population.

MSA-1 strives to graduate students from historically underserved neighborhoods as scientific thinkers who contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in relevant and inspiring ways for our students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction at MSA-1.

Magnolia Science Academy 1
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-609-0507
Email: bplonka@magnoliapublicschools.org

Our History
Magnolia Science Academy – 1 (MSA-1) opened its doors to serve the community of Reseda in the Fall of 2002 for grades 6th through 12th grade. The school provides an academically rigorous standards-based curriculum.

Our Mission

Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Last year, our SBAC student scores in Math increased significantly, showing a 17.5-point improvement. This rise is partly due to our Math classes using the McGraw Hill online curriculum, which is Common Core-aligned and engages students with digital problems, math manipulatives, and demonstrations. Our English Learners also showed progress, with a 1.8% increase, and 55.4% of our ELs are making progress. Additionally, we are extremely proud of our College/Career Indicator, which reached 72.7%, significantly exceeding the state's average of 43.9%. Even though our graduation rate dropped by 1%, our 94.9% rate still remains above the state average. This success is due to our dedicated college counselors and teachers who support our students in meeting their graduation requirements. Finally, our chronic absenteeism declined by 6.4%, thanks to our efforts in connecting with families and emphasizing the importance of daily school attendance.

CHALLENGES

Two subgroups that did not perform well on the SBAC were our English Learners (ELs) and Students with Disabilities (SPED). Both groups saw declines in English Language Arts and Mathematics. Additionally, our overall student body declined by 7.3 points in ELA. This data prompted us to reassign a few of our ELA teachers to different grade levels to better align with their strengths. Furthermore, our suspension rate increased by 1.8%, including a 2.2% rise among our ELs. This data highlights the need for additional social and emotional support for our EL students.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Differentiated Assistance (DA):

Magnolia Science Academy 1 is eligible Differentiated Assistance (DA) program for the English Learners (EL) student group performances on the 2023 Dashboard and English Learner (EL) and Students with Disabilities (SWD) student group performance on the 2022 Dashboard.

In reviewing both state and local data, the themes that have emerged are below;
EL and SWD did not meet their SBAC targets in 2021-22 and 2022-23 school years. In addition, SWD had a chronic absenteeism problem and EL's had a high suspension rate. In other words, per 2022 Dashboard results, Magnolia Science Academy's English learners (EL) and students with disabilities (SWD) met the DA eligibility criteria in Priority Areas 4 and 5. Additionally, per 2023 Dashboard results, the school's English Learners met the DA eligibility criteria in Priority Areas 4 and 6.

English Learners
Current year: Priorities 4, 6
Prior year: Priorities 4, 5

Students with Disabilities
Prior year: Priorities 4, 5

Method 1 Current Year: 2022-23
Method 1 Prior Year: 2021-22

Action Plan:
As soon as the 2 subgroups met the criteria for the Differentiated Assistance (DA), Magnolia Science Academy formed a group of educators working collaboratively with the Kern County Office of Education for Differentiated Assistance (DA). The group includes the school's academic leadership team in addition to Chief Academic Officer, Chief Accountability Officer, Director of State and Federal Programs, Director of Student Services, Director of EL and ELA programs, and Director of Math programs. As the first step, the group attended the LACOE's Charter DA symposium on Feb 6, 2023. Additionally, he group met many times with the DA support providers from the Kern County Superintendent of Schools (KCSOS) and LA County Office of Education (LACOE) and worked on the plan for improvement of those areas. Here are the outcomes;

Per the outcomes of the Root-cause analysis;

1st Area of Improvement:

How might we increase ELL and SWD groups' SBAC results? Why do our ELL and SWD groups score low in SBAC?

Actions to be taken;

- Increase teacher retention
- PD for all teachers such as UDL, differentiation, classroom management, CHATS framework, scaffolding, MTSS, SPED training for all teachers
- Data driven instruction (pacing guides, discussions in the department meeting, IAB's, MAP testing data analysis)
- Continue implementing IXL
- Implementing a new ELD curriculum (English 3D), Read 180

2nd Area of Improvement

How might we reduce chronic absenteeism for SWD? Why are we having high chronic absenteeism for SWD?

Actions to be taken:

- Community outreach and home visits
- Providing resources (counseling, providing transportation, targeted classes for parents) with families

3rd Area of Improvement:

How might we reduce suspension rate for EL's? Why are the ELL students acting out and getting in trouble?

Actions to be taken:

- Finding remedies for the communication problems, language barriers, frustration, peer pressure, inability to communicate with peers, not knowing strategies to deal with stress, social skills, cultural expectations, poverty

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | Our information and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PTF and PAC also serve as our parent advisory committee for the LCAP. Along with ELAC, these committees ensure representation for students in need, including those who are low-income, English learners, and foster youth. Feedback from our parent advisory committee and ELAC provides valuable input for the new LCAP. Additionally, the Charter School conducts surveys for parents, and staff members make home visits. These efforts help inform, educate, and gather input and feedback from all critical educational partners. |
| Students | Student representatives are integral to our Parent Advisory Council (PAC), ensuring student voices are included in discussions and decision-making processes. In addition to their involvement in the PAC, we have a dedicated student government where cabinet members meet weekly with school leadership to address various school-related matters, including the Local Control and Accountability Plan (LCAP). Furthermore, to gather comprehensive feedback, the Charter School conducts surveys involving the students. |
| Teachers | The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from teachers. Additionally, the school forms committees and utilizes grade-level and department meetings to address LCAP- |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | related topics. The Charter School also conducts surveys to gather input from teachers. |
| School administrators | The administrative team meets several times a week, in addition to participating in meetings with parents, students, and staff to discuss the LCAP process. They are actively involved in collecting, interpreting, and finalizing the LCAP, ensuring comprehensive input from all community partners. |
| Other school personnel | The Charter School holds weekly meetings every Wednesday, during which the LCAP is periodically discussed to provide and receive feedback from staff. Additionally, the school forms committees meetings to address LCAP-related topics. The Charter School also conducts surveys to gather input from staff. |
| SELPA | The Charter School involves the SELPA in the LCAP process, especially during the CCEIS phase. Additionally, the SELPA provides valuable consultation on matters pertaining to our SPED community. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP for Magnolia Science Academy-1 was shaped by comprehensive feedback from educational partners, resulting in several targeted initiatives. These include bolstering support for Social-Emotional Learning (SEL) to aid students still grappling with the lingering effects of the pandemic. To enhance campus safety and supervision, the plan includes hiring additional campus aides. The school also aims to engage families and community members more effectively by offering a variety of workshops. Additionally, Magnolia Science Academy-1 will introduce more resources to the school, such as mobile clinics, to address students' health and wellness needs. Lastly, the plan focuses on improving communication strategies to ensure all community partners are aligned with the school's charter petition, fostering a cohesive and supportive educational environment.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 74.1% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 74% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 95.1% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $48,000.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $758,925.52 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: Technology and NonCapital Equipment.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title II; Amount: $909<br>• NonCapEquip: Resource: Title IV, Part A; Amount: $2,891 | | |
| 1.3 | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. | $2,925,084.51 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: Food and Office Supplies.<br><br>The following expenditures will be funded by federal Title funds: N/A | $30,222.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and | $1,346,210.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services 5800_Cons Non Personnel Federal 3010 Title I - $27,859 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

> Priority 4: Pupil Achievement (Pupil Outcomes)
> Priority 5: Pupil Engagement (Engagement)
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 79% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 70% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 33.01%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 31.44%</li></ul> | | | 2025-26: <ul><li>All Students: >= 40.00%</li><li>English Learners: >=5.00%</li><li>Socioeconomically</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 11.11%<br>• Asian: 50.00%<br>• Hispanic: 31.26%<br>• White: 45.45% | | | Disadvantaged: >= 39.00%<br>• Students with Disabilities: >= 15.00%<br>• Asian: >= 50.00%<br>• Hispanic: >= 39.00%<br>• White: >= 50.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 41.1 points below standard<br>• English Learners: 107.2 points below standard<br>• Socioeconomically Disadvantaged: 45.7 points below standard<br>• Students with Disabilities: 114.1 points | | | 2025-26: (2026 Dashboard)<br>• All Students: 32.0 points below standard<br>• English Learners: 92.0 points below standard<br>• Socioeconomically Disadvantaged: 36.0 points | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard<br>• Asian: 4.5 points below standard<br>• Hispanic: 46.7 points below standard<br>• White: 2.8 points above standard | | | below standard<br>• Students with Disabilities: 99.0 points below standard<br>• Hispanic: 36.0 points below standard<br>• White: 6.0 points above standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.9%<br>• English Learners: 50.4%<br>• Socioeconomically Disadvantaged: 57.3%<br>• Students with Disabilities: 58.1%<br>• Hispanic: 57.3%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | <ul><li>Hispanic: >= 50%</li><li>White: >= 50%</li></ul> | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<ul><li>All Students: CGI: 1.13 (CGP: 87th percentile)</li><li>English Learners: CGI: 1.25 (CGP: 89th percentile)</li><li>Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile)</li><li>Students with Disabilities: CGI: 1.81 (CGP: 96th percentile)</li><li>Hispanic: CGI: 1.12 (CGP: 87th percentile)</li><li>White: *</li></ul> | | | 2026-27: (Fall to Spring)<ul><li>All Students: CGI >= 0 (CGP >= 50th percentile)</li><li>English Learners: CGI >= 0 (CGP >= 50th percentile)</li><li>Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)</li><li>Students with Disabilities: CGI >= 0 (CGP >= 50th</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) <br>• Hispanic: CGI >= 0 (CGP >= 50th percentile ) <br>• White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 23.53% <br>• English Learners: 0.00% <br>• Socioeconomic ally Disadvantaged : 21.96% <br>• Students with Disabilities: 3.64% <br>• Asian: 38.46% <br>• Hispanic: 22.28% <br>• White: 28.57% | | | 2025-26: <br>• All Students: >= 28.00% <br>• English Learners: >= 7.00% <br>• Socioecon omically Disadvant aged: >= 27.00% <br>• Students with Disabilitie s: >= 10.00% <br>• Asian: >= 40.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 27.00% <br> • White: >= 30.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <br> • All Students: 82.7 points below standard <br> • English Learners: 140.6 points below standard <br> • Socioeconomically Disadvantaged: 89.0 points below standard <br> • Students with Disabilities: 161.8 points below standard <br> • Asian: 40.1 points below standard <br> • Hispanic: 89.0 points below standard <br> • White: 37.2 points below standard | | | 2025-26: (2026 Dashboard) <br> • All Students: 73.0 points below standard <br> • English Learners: 125.0 points below standard <br> • Socioeconomically Disadvantaged: 79.0 points below standard <br> • Students with Disabilities: 144.0 points below standard <br> • Hispanic: 79.0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | points below standard<br>• White: 28.0 points below standard | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 61.1%<br>• English Learners: 62.1%<br>• Socioeconomically Disadvantaged: 60.1%<br>• Students with Disabilities: 53.5%<br>• Hispanic: 59.4%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.56 (CGP: 94th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | <ul><li>English Learners: CGI: 2.75 (CGP: 100th percentile)</li><li>Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile)</li><li>Students with Disabilities: CGI: 1.61 (CGP: 95th percentile)</li><li>Hispanic: CGI: 1.49 (CGP: 93rd percentile)</li><li>White: *</li></ul> | | | 50th percentile)<ul><li>English Learners: CGI >= 0 (CGP >= 50th percentile)</li><li>Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)</li><li>Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)</li><li>Hispanic: CGI >= 0 (CGP >= 50th percentile)</li><li>White: CGI >= 0 (CGP >= 50th</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 55.4% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 18.2% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 5.6%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 5.26%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 5.22% | | | 2025-26:<br>• All Students: >= 20.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically Disadvantaged: >= 20.00%<br>• Students with Disabilities: >= 8.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  |  |  |  |  | <ul><li>Hispanic: >= 20.00%</li><li>White: *</li></ul> |  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student | $2,846,360.63 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries.<br><br>The following expenditures will be funded by federal Title funds: | $82,522.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Professional development expenses: Resource: Title IV, Part A ESEA; Amount: $4,500<br>• Professional development expenses: Resource: Title II; Amount: $33,062 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I, Part A; Amount: $82,449.5<br>• Unemployment Insurance: Resource: Title I, Part A; Amount: $803.63<br>• Health & Welfare Benefits: Resource: Title I, Part A; Amount: $13,778.25<br>• OASDI/Medicare: Resource: Title I, Part A; Amount: $2330.54<br>• STRS: Resource: Title I, Part A; Amount: $30,698.9<br>• Teacher Salaries: Resource: Title I, Part A; Amount: $160,542 | $1,387,256.55 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Educational Software: Resource: Title IV: Amount $3,180 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: Professional Services.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title III - LEP; Amount: $89,739 | $89,739.00 | Yes |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner | $1,747,684.22 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title IV, Part A ESEA; Amount: $8,000 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 9.0% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 72.7% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 64.38% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 24.66% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 75.3% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 60.0% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 19.5% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23: (2023 Dashboard) 89.7% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 26.0% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 45.2% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 53.3% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 88.0% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 76.0% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 52.7% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: Educational Software..<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I, Part A; Amount: $500 | $377,292.97 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: Educational Software.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I, Part A; Amount: $3,000 | $3,000.00 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics | $241,050.18 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-1

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: Educational Software.<br><br>The following expenditures will be funded by federal Title funds:<br>&bull; Educational Software: Resource: Title I, Part A; Amount: $3,000 | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE supplies expenses.<br><br>The following expenditures will be funded by federal Title funds: | $486,710.55 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • PE Supplies: Resource: Title IV, Part A; Amount: $15,000 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $886,058.55 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 5 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 3 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 78 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 14.4% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.17% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 23.5% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 2.6% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 94.9% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 3.5% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 99.3% Families: 91.0% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 55.0% Families: 92.0% Staff: 70.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 62% Families: 95% Staff: 77% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 84.38% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: 5940: Technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $372,165.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I, Part A; Amount: $9,001<br>• Unemployment Insurance: Resource: Title I, Part A; Amount: $55<br>• OASDI/Medicare: Resource: Title I, Part A; Amount: $159.5<br>• STRS: Resource: Title I, Part A; Amount: $2,101<br>• Teacher Salaries: Resource: Title I, Part A; Amount: $11,000 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social- | $561,990.91 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Instructional Materials & Supplies.<br><br>The following expenditures will be funded by federal Title funds:<br>• Instructional Materials & Supplies: Resource: Title I, Part A; Amount: $5,000 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services 3010 Title I: $3,500 | $3,500.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $454,955.47 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$2,900,767 | $206,011 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 27.463% | 18.314% | $1,279,161.56 | 45.777% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.4** | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>   LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | - Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

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| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br><br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>  LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) <br><br> • Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | frameworks (Source: CA School Dashboard, CALPADS) <br> • Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS) <br> • Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) <br> • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) <br> • Percentage of high school completers who have been accepted to a 4-year college |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul>Goal 4:<br><ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "overall</li></ul> |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may<br>not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

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| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

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| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:** <br> Building relationships and partnerships with families for student outcomes <br><br> **Need:** <br> Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2: <br> • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br><br> Goal 4: <br> • Number of activities/events for parent involvement per year (Source: |

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|  | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>　LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

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| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

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| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:** MTSS - PBIS and SEL support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul><br>Goal 4:<br><ul><li>Average Daily Attendance (ADA) Rate (Source: SIS)</li><li>Chronic Absenteeism Rate (Source: CA</li></ul> |

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| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

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| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

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| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

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| | **Scope:**<br>  LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br><br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br><br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-1 will utilize the concentration grant add-on funds ($206,011) in the following manner:

MSA-1 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $10,562,288 | $2,900,767 | 27.463% | 18.314% | 45.777% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $9,739,142.29 | $4,131,501.44 | $130,790.00 | $647,570.58 | $14,649,004.31 | $8,820,913.24 | $5,828,091.07 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $48,000.00 | $48,000.00 | | | | $48,000.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $135,981.00 | $622,944.52 | $705,125.52 | $50,000.00 | | $3,800.00 | $758,925.52 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $423,920.14 | $2,501,164.37 | $1,193,066.14 | $1,732,018.37 | | | $2,925,084.51 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $30,222.00 | $30,222.00 | | | | $30,222.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $1,346,210.00 | $1,301,899.00 | $16,452.00 | | $27,859.00 | $1,346,210.00 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $2,693,360.63 | $153,000.00 | $2,723,601.94 | $122,758.69 | | | $2,846,360.63 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $82,522.50 | $16,188.50 | $28,772.00 | | $37,562.00 | $82,522.50 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $1,274,125.71 | $113,130.84 | $810,836.92 | $282,636.80 | | $293,782.83 | $1,387,256.55 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $89,739.00 | | | | $89,739.00 | $89,739.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $1,541,003.77 | $206,680.45 | $383,981.17 | $1,271,191.80 | | $92,511.25 | $1,747,684.22 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $352,166.50 | $25,126.47 | $353,382.56 | $23,410.41 | | $500.00 | $377,292.97 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $3,000.00 | | | | $3,000.00 | $3,000.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $238,050.18 | $3,000.00 | $144,177.63 | $93,872.55 | | $3,000.00 | $241,050.18 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $432,920.55 | $53,790.00 | $390,920.55 | | $80,790.00 | $15,000.00 | $486,710.55 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $537,516.21 | $348,542.34 | $598,616.21 | $187,442.34 | $50,000.00 | $50,000.00 | $886,058.55 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $340,021.75 | $32,144.00 | $343,796.75 | $6,052.50 | | $22,316.50 | $372,165.75 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $521,938.91 | $40,052.00 | $526,738.91 | $30,252.00 | | $5,000.00 | $561,990.91 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $3,500.00 | | | | $3,500.00 | $3,500.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $329,907.89 | $125,047.58 | $168,313.49 | $286,641.98 | | | $454,955.47 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $10,562,288 | $2,900,767 | 27.463% | 18.314% | 45.777% | $3,383,468.52 | 0.000% | 32.033 % | **Total:** | $3,383,468.52 |
| | | | | | | | | **LEA-wide Total:** | $3,383,468.52 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $30,222.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $16,188.50 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $810,836.92 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $353,382.56 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $144,177.63 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|------------------------------------------------------------|----------------------------------------------|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $390,920.55 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $598,616.21 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $343,796.75 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $526,738.91 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $168,313.49 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $14,610,744.00 | $14,484,158.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Teacher assignments and credentials | No | $48,000.00 | $48,000.00 |
| **1** | **1.2** | Instructional materials and technology | No | $1,204,997 | $1,204,997 |
| **1** | **1.3** | Clean and safe facilities that support learning | No | $3,087,126 | $3,036,393 |
| **1** | **1.4** | Healthy and nutritious meals | Yes | $25,000 | $30,222 |
| **1** | **1.5** | Well-orchestrated Home Office support services | No | $1,465,583 | $1,465,582 |
| **2** | **2.1** | Broad course of study and standards-based curriculum | No | $2,659,445 | $2,638,350 |
| **2** | **2.2** | Professional development for high-quality instruction | Yes | $82,522. | $82,522 |
| **2** | **2.3** | MTSS - Academic enrichment, intervention, and student support | Yes | $1,239,349 | $1,177,887 |
| **2** | **2.4** | Designated and integrated ELD programs | Yes | $89,739 | $89,739 |
| **2** | **2.5** | Support for students with disabilities | No | $1,629,137 | $1,628,269 |
| **3** | **3.1** | College/Career readiness programs and activities | Yes | $220,095 | $198,253 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $13,000.00 | $13,000 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $221,975 | $221,975 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $482,982 | $458,274 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $886,638 | $886,638 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $366,891 | $366,891 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $494,056 | $512,313 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $3,500 | $3,500 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $390,709 | $421,353 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,749,268 | $2,474,649.99 | $1,470,106.44 | $1,004,543.55 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $25,000.00 | $30,222 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $12,188.50 | $16,188.5 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $167,622.14 | $166,401.95 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $83,188.24 | $40,954.44 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $10,000.00 | $10,000.00 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $270,491.37 | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $291,791.17 | $229,425.88 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $543,492.50 | $61,100 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $336,522.14 | $338,522.13 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $634,853.93 | $477,291.54 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $3,500.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $96,000.00 | $100,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $6,984,709 | $2,749,268 | 0.000% | 39.361% | $1,470,106.44 | 0.000% | 21.047% | $1,279,161.56 | 18.314% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

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- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

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**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

○ The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  ○ The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  ○ The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 2

CDS Code: CA

School Year: 2024-25

LEA contact information:

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Principal

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(818) 758-0300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$8,230,431
74 %

All other state funds,
$2,333,407 , 21%

All federal funds,
$452,891 , 4%

All local funds,
$152,100 , 2%

LCFF supplemental &
concentration grants,
$2,270,993 , 20%

All Other LCFF funds,
$5,959,438 , 53%

This chart shows the total general purpose revenue Magnolia Science Academy 2 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 2 is $11,168,829, of which $8,230,431 is Local Control Funding Formula (LCFF), $2,333,407 is other state funds, $152,100 is local funds, and $452,891 is federal funds. Of the $8,230,431 in LCFF Funds, $2,270,993 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



### Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $11,067,927

Total Budgeted Expenditures in the LCAP $11,067,927

This chart provides a quick summary of how much Magnolia Science Academy 2 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 2 plans to spend $11,067,927.18 for the 2024-25 school year. Of that amount, $11,067,927.18 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 2 is projecting it will receive $2,270,993 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 2 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy 2 plans to spend $2,268,843.63 towards meeting this requirement, as described in the LCAP.

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 2 used state, federal, and local funds including, but not limited  to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant,

MTSS,                                    and                                    Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,369,173

□ Actual Expenditures for High Needs Students in LCAP — $1,468,344

| $ 0 | $ 500,000 | $ 1,000,000 | $ 1,500,000 | $ 2,000,000 |

This chart compares what Magnolia Science Academy 2 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what  Magnolia Science Academy 2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 2's LCAP budgeted $1,369,172.78 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 2 actually spent $1,468,343.53 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 2 | David Garner<br>Principal | dgarner@magnoliapublicschools.org<br>(818) 758-0300 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 2 | 2023-24: 1 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 96.0% | 2021-22: (Spring 2021 to Fall 2021) 88% | 2022-23: (Fall 2021 to Fall 2022) 82%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 78% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.0% | 2021-22: (As of 5/12/22) 94.2% | 2022-23: (As of 5/15/23) 93.3% | 2023-24: (As of 12/15/23) 93.5% | 2023-24: 96.0% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Teacher assignments and credentials

MSA2 faced several vacancies throughout different periods of time this school year, including a history teacher, PE teacher, a Dean of Academics position, a music teacher, two English teacher positions, and two science teachers. All of these matters have led to the necessary practice of recruiting teachers by means of our Paycom system, as well as through Indeed and Edjoin platforms. MSA2 was able to fill all teacher positions at the time of the data collection for this goal with the exception of a science teacher vacancy. Further, MSA2 is committed to collaboration between our HR department and credential specialist to enable the efficient progress and timely development of our employees related to their respective programs and certifications as well as providing them with the required supports needed to earn their credentials.

Action 2: Instructional materials and technology

The entirety of MSA2's mandatory as well as essential textbooks during the 2023-24 academic year have been purchased through the vendor McGraw Hill, with the exception of the math curriculum which is now through Houghton Mifflin Harcourt. Amongst these expenses is the inclusion of online educational textbooks for all grade levels across English, math, history and science. Beyond these centralized curriculum provisions, instructors have also been provided with the opportunity to purchase additional needed academic resources, including novels to enhance ELA academic instruction as well as any other instructional products which can support student learning during the school year. Further, all staff members are invited to send ongoing purchase requests to be considered for approval pertaining to office as well as classroom supplies and materials.

Action 3: Clean and safe facilities that support learning

The fiscal resources budgeted in this category have been utilized to provide the programs and services which aligned with the expenses initially in MSA2's plan. MSA2's head custodial worker meets regularly with our office manager and administration to review the current inventory of cleaning supplies on campus in order to create new purchase requests necessary to maintain a safe and clean environment during the pandemic in partnership with our health and safety committee. Beyond the aforementioned expenses, the funds included in this line item are utilized to sustain projects involved in the upkeep and repair of the facility on campus, including ongoing servicing of the school's HVAC systems, restrooms, exterior walls, floors, and more.

Action 4: Healthy and nutritious meals

MSA2 has utilized fiscal resources related to this action and goal in order to provide essential drinking water to students and staff on campus via an outside distribution company. In particular, these funds have supported the continued sustainment of 5-gallon water dispenser devices being provided in each classroom as well as office on campus in order to create a safe system at MSA2's for access to water beyond the drinking fountains and vending machines on campus. Beyond these provisions, remaining fiscal resources in this category have been utilized to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

Action 5: Well-orchestrated Home Office support services

MSA2 utilizes fiscal resources within this area to cover fees associated with our Home Office related to the provision of services and resources to the school site. Further, these fiscal resources are utilized from MSA2 to cover additional necessary support services by means of the fees paid to LACOE in conjunction with MSA2's authorization, fees to cover the performance of financial audits, fees to cover expenses from MSA2's legal firm partner and other expenses. Moreover, MSA2 utilizes this fiscal resource to purchase necessary software which is necessary to run the school system, including Adaptive Insights which provides budgetary tools for the school. In exchange for the fees paid by MSA2 to our home office, MSA2 receives services in the form of monthly professional development sessions for all school administration, as well as office management, in addition, to support with compliance related to special education, student services, academic programs, facilities, operations, human resources, and finance. Beyond these services, MSA2 receives support from the home office in the form of organizing training programs across the Magnolia organization for teachers, office staff, paraprofessionals, and administration to attend to collaborate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Teacher assignments and credentials

This fiscal resource additionally aligns with the function of providing fees related to retirement services. The budgeted amount of $29,750 for the current academic year in this area, has been met by MSA2 with estimated actual expenditures of $29,750 in this area by the end of the Spring 2024 semester.

Goal 1 Action 1
Budgeted: $29,750.00
Actual: $29,750.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 2: Instructional materials and technology

Moreover, MSA2 allocated 60% of the salary and benefits for our IT Manager in partnership with MSA7 who budgeted the additional 40% for this shared staff member who worked at MSA2 for the entire 2023-24 school year.  Additionally, MSA2 continued to pay for the acquisition of hotspots for each student in need of internet connection at home. All classrooms have internet access and each student has their own Chromebook for school use. Further, MSA2 purchased additional technology needed for our school classrooms to provide greater support. MSA2 spent $528,190 of our school's budgeted amount of $528,190 during the 2023-24 school year.

Goal 1 Action 2
Budgeted: $528,190
Actual: $528,190
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 3: Clean and safe facilities that support learning

MSA2 continued to hire 2nd full-time security guards through an outside subcontracted vendor to provide a safe environment during the current year. MSA2 also continued its provision of 3 custodian workers servicing the school site as well as the necessary supplies required to maintain a safe and clean campus. MSA2 spent $2,243,243 of our school's budgeted amount $2,243,243 during the 2023-24 school year.

Goal 1 Action 3
Budgeted: $2,243,243
Actual: $2,243,243
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 4: Healthy and nutritious meals

By the end of the school year, MSA2 has utilized approximately $39,000 of the $39,000 budgeted amount which have been allocated to this category. Additional fiscal resources have been utilized in this category to provide students with access to meals during expanded portions of the school day, including after school during dual enrollment college courses taken in-person at MSA2 by high school students, as well as other events where the regular school meal program does not distribute food.

Goal 1 Action 4
Budgeted: $39,000.00
Actual: $39,000.00
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Action 5: Well-orchestrated Home Office support services

MSA2 has exhausted $1,376.394 which is equivalent to the $1,376,394 funds which were budgeted under this category during the current school year. This rate of services is at the top rate across the organization for schools and has resulted from MSA2 continuing to grow in enrollment which has led to the school paying the highest rate for services and fees from home office.

Goal 1 Action 5
Budgeted: $1,376,394
Actual: $1,376,394
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: Teacher assignments and credentials

At the time of this report, MSA2 anticipates retaining all employees with the exception of 3 for the upcoming school year. This is considered a success with regard to this goal.  Over the course of the 3 years in this LCAP cycle, while MSA2 did not meet our desired rate of 90% during

any of the 3 years in this LCAP cycle, MSA2 still worked hard to retain employees. This retention rate was particularly impacted for many schools across the state of California and Los Angeles County, including MSA2 following the several years returning to in-person learning following the Covid-19 pandemic.

During the 2023-24 school year, MSA2's lowest rate of 78% (Fall 2022 to Fall 2023) for employee retention rate was impacted by the fact that MSA2 had not yet received an extension of the school's longterm Facility Usage Agreement by LAUSD at the start of the 2023-24 school year. The extension of MSA2's longterm Facility Usage Agreement with LAUSD was not officially granted and approved by LAUSD until March 2024, so the uncertainty about MSA2's location for the upcoming school year led to numerous employees leaving MSA2 during the 2023-24 school year as well due to the employees' perceived potential instability of employment for the upcoming school year.

Employee retention is an area that MSA2 will continue to take proactive steps to improve in the upcoming LCAP 3 year cycle through numerous means, including through utilizing employee feedback shared in the educational partner Panorama survey, as well as on official committees such as the Community Advisory Committee (CAC) which includes elected representatives from MSA2's employees, as well feedback shared during MSA2's weekly staff meetings.

Action 2: Instructional materials and technology

MSA2 utilized more fiscal resources in this category than the amount initially budgeted during the 2022-23 school year within this 3 year LCAP cycle, which also supported student learning during the Covid-19 pandemic. In particular, due to increased crowded spaces in student homes during the pandemic with the increased cost of living and more families sharing living quarters, increased wear and tear as well as damage to electronic devices took place during the 2022-23 school year, which led to the need to spend more funds in this area than initially planned during that year of this LCAP 3 year cycle. Nonetheless, these technological resources have helped support students access to online educational resources and textbooks at their homes which have supported growth in reading, increases in math and reading as measured on the Spring 2023 NWEA MAP end of year assessments which justifies the increased expenditures related to technology for MSA2.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance. MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing sufficient instructional materials and technology to students over the 3 year period within this LCAP cycle was successful in increasing student academic growth across numerous indicators.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

Action 3: Clean and safe facilities that support learning

During the 3 year LCAP cycle, MSA2 utilized more fiscal resources in this category in the 2022-23 school year than the amount initially budgeted.  During this 3 year cycle, MSA2 hired a 3rd full-time custodial worker, purchased additional PPE, and hired a 2nd full-time security guard at MSA2 which all helped the school provide clean and safe facilities which support learning. This was effective in reducing the prevalence of Covid cases during the pandemic and avoiding an outbreak which could have led to increased cases and the need to close the school down to manage such an outcome. In addition, the additional security staff has helped lead to increased safety on campus, as demonstrated in several years of responses on the annual Panorama Educational Survey, as well as the retention of students at MSA2 with a growth of enrollment each year over the past 3 years.

Once again, on February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE)  2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.  MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing clean and safe facilities which support learning to students, staff and families over the 3 year period within this LCAP cycle was effective in increasing student academic growth across numerous indicators.

Once again, according to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

Action 4: Healthy and nutritious meals

During the 3 year cycle of this LCAP, MSA2's increase of fiscal resources in this category has been effective at providing healthy meals to students during after school activities including the college courses which help lead to increased student participation and success in such academic programs.

Action 5: Well-orchestrated Home Office support services

During the 3 year cycle of this LCAP, MSA2's increased fiscal resources paid to home office during the 2022-23 and 2023-24 school years for support beyond the budgeted amount has been effective in receiving increased support for our SPED department, Academic programs, PACE community outreach, legal services, facilities department, accountability and human resources during the pandemic which has needed additional support to manage during the all 3 academic years. With MSA2's growing enrollment over the past 3 years, we are able to have a larger budget to support the increased services and fees associated with home office services which have helped lead to increased services and outcomes for students as evidence by the student growth on the end of year NWEA MAP assessments in math and English during the Spring 2023 semester.

Once again, on February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance. MSA2's inclusion as a 2024 California Distinguished School is a testimony that MSA2's focus on providing increased amounts of well-orchestrated home office support services to students, staff and families over the 3 year period within this LCAP cycle was effective in increasing student academic growth across numerous indicators.

Once again, according to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting upon all of the previously mentioned outcomes over the 3 year cycle for this LCAP, MSA2 will continue to collaborate with our credential specialist in our HR department along with our school administration over the next 3 year LCAP cycle to ensure that teacher credential issues are addressed and progress is made in this area related to new challenges that may arise during the upcoming 3 school years. MSA2 will also continue to take proactive steps to improve employee retention in the upcoming LCAP 3 year cycle through numerous means, including through utilizing employee feedback shared in the educational partner Panorama survey, as well as on official committees

such as the Community Advisory Committee (CAC) which includes elected representatives from MSA2's employees, as well feedback shared during MSA2's weekly staff meetings.

MSA2 will continue to meet with our IT Manager and home office IT Director to ensure that the most effective technological resources are provided to students to support their learning throughout the upcoming 3 school years. Further, MSA2 will continue to collaborate with the Director of Student Services, School Site Council, and Student Leadership to seek ways to improve the safety and cleanliness of MSA2 during the upcoming 3 school years. Moreover, MSA2 will continue to collaborate with our school educational partners to ensure that healthy meals and snacks continue to be provided to students who take advantage of educational programs and opportunities which meet outside of regular school time over the next 3 school years so they can continue to receive the benefit from these opportunities, including enrolling in college courses. Finally, MSA2 will continue to partner with our home office and allocate necessary fiscal quantities needed over the next 3 school years to seek resources, professional development opportunities and support which can enhance the quality of educational programs and services provided to students at MSA2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 95% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 85% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 1/22/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 91% | 2021-22: (As of 5/13/22) 86% | 2022-23: (As of 5/12/23) 64% | 2023-24: (As of 5/24/24) 78% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 73% | 2021-22: (First semester) 82% | 2022-23: (First semester) 86% | 2023-24: (First semester) 55% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 48.5 | 2021-22: (As of 5/13/22) 92.3 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric is based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 41.81%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 38.19%<br>• Students with Disabilities: 15.56%<br>• Hispanic: 38.49%<br>• White: 58.82% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 35.88%<br>• English Learners: 6.00%<br>• Socioeconomically Disadvantaged: 35.13%<br>• Students with Disabilities: 16.07%<br>• Hispanic: 34.08%<br>• White: 58.34%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 42.73%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 39.81%<br>• Students with Disabilities: 21.66%<br>• Asian: *<br>• Hispanic: 40.98%<br>• White: 50.0%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 39.39% | 2022-23:<br>• All Students: 46.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 43.00%<br>• Students with Disabilities: 20.00%<br>• Hispanic: 43.00%<br>• White: 60.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • All Students: 40.48%<br>• English Learners: 4.26%<br>• Students with Disabilities: 21.82%<br>• Hispanic: 38.83%<br>• White: 63.64%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• All Students: 41.71% | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 42.52%<br>• English Learners: 5.26%<br>• Students with Disabilities: 18.64%<br>• Hispanic: 41.25%<br>• White: 53.33%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 46.63% | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 16.6 points below standard<br>• English Learners: | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard)<br>• All Students: 35.0 points below standard<br>• English Learners: | 2022-23: (2023 Dashboard)<br>• All Students: 19.3 points below standard<br>• English Learners: | 2022-23: (2023 Dashboard)<br>• All Students: 10.0 points below standard<br>• English Learners: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 62.1 points below standard<br>• Socioeconomically Disadvantaged: 22.0 points below standard<br>• Students with Disabilities: 79.9 points below standard<br>• Hispanic: 24.9 points below standard<br>• White: 26.2 points above standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 67.3%<br>• English Learners: 69.6%<br>• Students with Disabilities: 67.6%<br>• Hispanic: 66.1%<br>• White: 88.2% | 89.4 points below standard<br>• Socioeconomically Disadvantaged: 36.6 points below standard<br>• Students with Disabilities: 89.4 points below standard<br>• Hispanic: 39.4 points below standard<br>• White: 16.4 points above standard | 83.5 points below standard<br>• Socioeconomically Disadvantaged: 26.4 points below standard<br>• Students with Disabilities: 65.5 points below standard<br>• Asian: *<br>• Hispanic: 21.9 points below standard | 55.0 points below standard<br>• Socioeconomically Disadvantaged: 16.0 points below standard<br>• Students with Disabilities: 72.0 points below standard<br>• Hispanic: 18.0 points below standard<br>• White: 28.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 65.0%<br>• English Learners: 66.0% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 67.3% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 64.4% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 46.9% | 2023-24:<br>• All Students: 70.0%<br>• English Learners: 70.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 66.3%<br>• Students with Disabilities: 66.0%<br>• Hispanic: 65.5%<br>• White: 66.7% | • English Learners: 69.6%<br>• Socioeconomically Disadvantaged: 67.5%<br>• Students with Disabilities: 67.6%<br>• Asian: 72.2%<br>• Hispanic: 66.1%<br>• White: 88.2% | • English Learners: 75.00%<br>• Socioeconomically Disadvantaged: 64.5%<br>• Students with Disabilities: 70.2%<br>• Asian: 62.5%<br>• Hispanic: 65.4%<br>• White: 42.1% | • English Learners: 40.0%<br>• Socioeconomically Disadvantaged: 48.1%<br>• Students with Disabilities: 41.9%<br>• Hispanic: 47.3%<br>• White: * | • Socioeconomically Disadvantaged: 70.0%<br>• Students with Disabilities: 70.0%<br>• Hispanic: 70.0%<br>• White: 70.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 27.87%<br>• English Learners: 5.13%<br>• Socioeconomically Disadvantaged: 24.80%<br>• Students with Disabilities: 15.55%<br>• Hispanic: 23.41%<br>• White: 64.71% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics | 2021-22:<br>• All Students: 21.76%<br>• English Learners: 6.00%<br>• Socioeconomically Disadvantaged: 20.79%<br>• Students with Disabilities: 12.50%<br>• Hispanic: 18.97%<br>• White: 41.67%<br><br>We have used the Measures of Academic Progress | 2022-23:<br>• All Students: 25.66%<br>• English Learners: 2.44%<br>• Socioeconomically Disadvantaged: 22.73%<br>• Students with Disabilities: 13.33%<br>• Asian: *<br>• Hispanic: 25.0%<br>• White: 25.0%<br><br>IAB Math Level 3 and 4 Projection (1/22/24): | 2022-23:<br>• All Students: 34.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 34.00%<br>• Students with Disabilities: 25.00%<br>• Hispanic: 34.00%<br>• White: 67.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 16.62%<br>• English Learners: 2.13%<br>• Students with Disabilities: 7.27%<br>• Hispanic: 14.52%<br>• White: 45.54%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 54.57% | (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 21.18%<br>• English Learners: 0.00%<br>• Students with Disabilities: 15.25%<br>• Hispanic: 19.87%<br>• White: 20.00%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 47.22% | • All Students: 26.36% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 60.8 points below standard<br>• English Learners: 96.8 points below standard<br>• Socioeconomically Disadvantaged: 65.6 points below standard<br>• Students with Disabilities: 119.6 points below standard<br>• Hispanic: 71.9 points below standard<br>• White: 21.8 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 68.4%<br>• English Learners: 66.0%<br>• Students with Disabilities: 68.1%<br>• Hispanic: 67.4% | 2021-22: (2022 Dashboard)<br>• All Students: 77.9 points below standard<br>• English Learners: 119.6 points below standard<br>• Socioeconomically Disadvantaged: 80.1 points below standard<br>• Students with Disabilities: 107.9 points below standard<br>• Hispanic: 83.6 points below standard<br>• White: 23.6 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 62.9 points below standard<br>• English Learners: 115.3 points below standard<br>• Socioeconomically Disadvantaged: 70.9 points below standard<br>• Students with Disabilities: 114.7 points below standard<br>• Asian: *<br>• Hispanic: 66.9 points below standard<br>• White: 51.2 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 54.0 points below standard<br>• English Learners: 86.0 points below standard<br>• Socioeconomically Disadvantaged: 58.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Hispanic: 64.0 points below standard<br>• White: 23.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 64.7% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 67.4%<br>• English Learners: 63.6%<br>• Socioeconomically Disadvantaged: 68.3%<br>• Students with Disabilities: 57.9%<br>• Asian: 70.8%<br>• Hispanic: 66.7%<br>• White: 87.5% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 68.4%<br>• English Learners: 66.0%<br>• Socioeconomically Disadvantaged: 69.0%<br>• Students with Disabilities: 68.1%<br>• Asian: 83.3%<br>• Hispanic: 67.4%<br>• White: 64.7% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 65.3%<br>• English Learners: 69.1%<br>• Socioeconomically Disadvantaged: 66.6%<br>• Students with Disabilities: 83.3%<br>• Asian: 62.5%<br>• Hispanic: 65.7%<br>• White: 57.9% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 48.8%<br>• English Learners: 48.5%<br>• Socioeconomically Disadvantaged: 49.6%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 49.9%<br>• White: * | 2023-24:<br>• All Students: 70.0%<br>• English Learners: 65.0%<br>• Socioeconomically Disadvantaged: 70.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 70.0%<br>• Hispanic: 70.0%<br>• White: 80.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 71.4% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level: | 2021-22: (2022 Dashboard) 54.9% | 2022-23: (2023 Dashboard) 60.0% | 2022-23: (2023 Dashboard) 73.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Level 4: 15.76% <br>• Level 3: 40.78% <br>• Level 2: 27.63% <br>• Level 1: 15.76% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 14.0% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. <br><br>2021 ELPAC Percentage of Students Level 4: 20.0% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level. <br><br>2022 ELPAC Percentage of Students Level 4: 15.79% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level. <br><br>2023 ELPAC Percentage of Students Level 4: 22.89% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19: <br>• All Students: 21.05% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 20.79% <br>• Students with Disabilities: 5.56% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22: <br>• All Students: 16.76% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 16.98% <br>• Students with Disabilities: 3.45% | 2022-23: <br>• All Students: 24.00% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 20.77% <br>• Students with Disabilities: 7.41% | 2022-23: <br>• All Students: 24.00% <br>• English Learners: 10.00% <br>• Socioeconomically Disadvantaged: 24.00% <br>• Students with Disabilities: 10.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Hispanic: 19.41% | | • Hispanic: 16.67% | • Hispanic: 20.61% | • Hispanic: 24.00% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2.1: Broad course of study and standards-based curriculum

During the 2023-24 academic year, MSA2 has faced a tremendous degree of obstacles which have impacted the programs, services and resources available to the school. In particular, this year has been impacted by teacher turnover in several classes which have required the utilization of increased quantities of substitute teachers to cover. This process has had an impact on the fiscal resources required to pay substitute company vendors, although the funding which was initially allocated for teacher salaries and benefits led to savings during the months where vacancies took place. Further, a significant percentage of MSA2 teachers stayed home this year with medical conditions, which has led to a significant budgetary impact increasing the fiscal resources needed in the area of substitute teachers related to this matter.

MSA2 utilized numerous systems, programs, and services to effectively achieve the objective in Goal 2, Action 1 of providing a broad course of study and standards-based curriculum. In particular, MSA2 creates a master schedule each semester which it uses to align the courses being offered to students within each semester with the instructors responsible for teaching the students subdivided by separate class periods. This master schedule ensures that students are each enrolled in courses of study which enable them to meet culmination and graduation requirements. In addition, MSA2 provides textbooks to all students through online accessible curriculum which are aligned to the content standards as well as through physical textbooks via McGraw Hill for all core subjects with the exception of math which is through Houghton Mifflin Harcourt, which provides access to core academic classes including English (StudySync), math (ALEKS), history, and science. Beyond these resources, MSA2 incorporates a plethora of online supplemental resources to support instructional and student learning, including: myON, which provides support to build reading levels and is utilized in ELA, ELD as well as through cross-curricular support; iXL to help increase learning in math and ELA; Flocabulary to provide differentiated support in all subject areas.

MSA2 also takes proactive steps to support students in their college and career readiness. Specifically, students at MSA2 are invited to take advanced pathways in math beginning in 7th grade, as well as advanced college level courses through Pierce College, LA Valley College and Mission College, including in Sociology, Anthropology, Cinema, Art, History, and English. Moreover, MSA2 offers AP courses to students in Spanish, and Pre-Calculus. Further, MSA2 provides additional support to students who are ready for higher level academic pursuits through Stanford University's Precollegiate Academy. MSA2 students participate in additional elective courses, including computer, graphic design, journalism, debate and music as well as have opportunities to participate in STEAM-based extra-curricular programs including robotics.

Goal 2.2: Professional development for high-quality instruction

MSA2 utilizes fiscal resources from this category to provide opportunities for professional development to the school teachers, administrators and staff as well as the associated payment required to retain the TeachBoost system as a means to evaluate teachers and staff within the school setting. MSA2 also continues to employ teachers, administrators, and other staff who receive tuition reimbursement support which they are able to connect with their credentialing programs as well as higher education pathways.

Amongst the needs of MSA2 employees, some individuals are receiving support to obtain their induction programs while others are receiving their EdD in Educational Leadership as well as Masters Degrees in the areas related to their professional growth goals. Since current spring programs are still underway, the reimbursement process is not yet complete for these individuals and the funds in this category will continue to be spent until the end of the semester.

MSA2 furnishes pupils with a broad array of courses which also encompass the traditional core classes of mathematics, social sciences, science and English, in addition to elective offerings. Moreover, MSA2 furnishes the additional selection of services as well as academic programs which are included within our school's charter petition, particular provisions and interventions that align with the individual needs and areas of curiosity encompassed by our school's student population. Beyond these steps, MSA2 also designs our specific master schedule to meet the demands and requirements related to our students' future academic and professional goals.

Further, MSA2 takes proactive steps to ensure that every student has access to courses across each of the school's academic areas which is equitably distributed across pupil groups. Each student at MSA2 participates in a rigorous, relevant, and coherent curriculum which is aligned to the common core state standards which simultaneously augments the achievement as measured by the schoolwide learner outcomes, content standards, as well as the measures associated with students' preparation to be successful in future professional and collegiate outcomes. Furthermore, MSA2 continues to provide the sufficient quantity and quality of professional staff members required to effectively implement the organization's master schedule. In order to meet this goal, MSA2 continues to develop additional responsibilities and duties which are appropriately delegated to teachers and administrators alike which enable the school to provide competitive salaries and benefits necessary to retain such talented educators.

As we have historically provided financial support to our new teachers to clear their credentials through BTSA programs, we will proceed in fulfilling these supports this year as well. MSA2 is vigilant in providing support to our teachers and staff by means of providing opportunities to participate in professional development programs in partnership with LACOE as it pertains to PBIS, STEAM, SEL, MTSS, EL support, and other areas related to effective classroom instruction. Our college counselor and teachers of college level Advanced Placement courses will also continue to receive annual professional development training which are provided by the school in order to prepare them to be successful in delivering quality instruction to our advanced students at MSA2. Another time which is sacred for MSA2 to hold professional development takes place during our weekly full staff collaboration time each Wednesday during our minimum dismissal schedule. Finally, we are supportive of our paraprofessional and administrative assistant staff members in their pursuit of higher educational goals by means of offering tuition reimbursement to these individuals.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2 has implemented MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. MSA2 has synthesized CAASPP and NWEA MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Learning Lab classes, designated ELD courses, Study Skills, additional support during home room, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator,Title-1 Team, MTSS Academic Committee chairs, etc.). MSA2 has also provided support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.

MSA2 has included online educational supplemental resources which include BrainPOP, myON, Flocabulary, Aleks, Gizmo. MSA2 has also provided the additional supports:

- MSA2 has an advanced math class for all eligible students to take where they are 1 grade level ahead of the content standards, which approximately 20% of our students are currently enrolled in.
- EL and SPED support takes place after school with the SPED teachers during their office hours and tutoring time, as well as with instructional assistants
- AP support time takes place after school during office hours with the instructors
- Early College Magnet has the support of MSA2 co-teachers who serve as additional academic support for the students to provide increased passing rates of the courses taken with LA Valley College
- Meetings taking place at least on a monthly basis include: SPED, MTSS DL Academic Committee, Grade Level Coordinators, grade level teachers, departments, admin, PBIS Committee, ASB Student Government leadership, College Readiness Committee, Technology Committee, AP teachers, Title I math / EL
- 11th grade homeroom IXL preparation integration
- Winter academic intervention plans as well as after school support during January to increase student passing rate from Fall MAP NWEA administration

Goal 2.4: Designated and integrated ELD programs

- MSA2 has held quarterly ELAC (English Language Advisory Committee) meetings throughout the current academic year. Lesson plans include documentation of ELD standards which are aligned with core curriculum and which will be integrated into each particular activities within the instructional program each day so that all courses provide additional supports toward acquisition of English Language Development

Collaboration with the central office to provide best-practice integration of the ELD Master Plan, in partnership with the MPS ELD Coordinator

- MSA2 has implemented MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. MSA2 has synthesized CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets. Targeted interventions have been utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. MSA2 has provided additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, SDAIE strategies and CHATS framework integration and utilization, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, learning lab classes, designated ELD courses, Study Skills, additional support during Homeroom / Advisory, before and after school tutoring, Saturday classes, small group instruction and interventions, and summer programs. SSPT, 504, and other support meetings have been coordinated among teachers and support roles (resource teachers, EL coordinator, MTSS Academic Committee chairs, etc.)
- Support of bilingual paraprofessionals to ensure that EL students have sufficient support necessary to access the instructional program.
- MSA2 has included online educational supplemental resources which include myON, Flocabulary, IXL, and StudySync ELD component.
- MSA2 utilizes paraprofessionals to support EL students during learning lab as well as homeroom courses to provide additional guidance and feedback to students

Goal 2.5: Support for students with disabilities

MSA2 utilizes the fiscal resources aligned with this action step in order to provide funding which pays for the salary and benefits of MSA2's 3 full-time SPED paraprofessionals, 1 part-time SPED paraprofessional, 4 full-time Education specialist / SPED teachers, 1 full-time school psychologist. This year, MSA2 added an additional 1 SPED teacher / education specialist, 1 additional SPED full-time paraprofessional, and 1 additional part-time SPED paraprofessional.

Further, MSA2 utilizes this action to include for the purchase of resources needed to support SPED students and teachers such as technological resources which help provide accommodations to SPED students, as well as to provide services to SPED students by means of subcontracting out this process to an outside vendor, including EdLogical. SPED students receive services which include occupational therapy, adaptive PE, speech therapy, and more. Moreover, MSA2 utilizes funds in this category to provide relevant assessments which are utilized and incorporated in the annual and triennial IEP process for SPED students, including any required technical tools which are essential to this process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2.1: Broad course of study and standards-based curriculum

MSA2's initial budget which included categories to support the programs, services, personnel, and resources related to this action step was impacted by several additional sources of revenue due to the Covid-19 pandemic. Amongst these resources, the additional Concentration Add-On Grant provided extra fiscal resources which have created opportunities to provide additional support to students during this time and which included expenses which were not initially budgeted by MSA2.

MSA2 budgeted $1,927,088 for this category, and ended up utilizing $1,900,384 of fiscal resources by the end of the school year in this category which means that the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 1
Budgeted: $1,927,088
Actual: $1,900,384
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.2: Professional development for high-quality instruction

MSA2 budgeted $114,500 for this goal, and by the end of the school year will utilize $114,500 to accomplish this goal.

Goal 2 Action 2
Budgeted: $114,500
Actual: $114,500
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- MSA2 continued to hired a paraprofessional to support the dually identified students who are both SPED and EL during this academic year
- MSA2 continued to hire an administrative assistant in the Student Services department to support behavior interventions
- MSA2 continued to hire an administrative assistant in the Academic Department to support the administration of assessments as well as to support academic achievement
- MSA2 continued to allocate additional funds to support Saturday School to provide additional learning support

MSA2 budgeted $927,961 for this goal and by the end of the school year, MSA2 had spent $877,363 for this goal, which means that the

projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations. Although MSA2 did not spend all of the budgeted amount in this category, the process of maintaining the hiring of numerous support paraprofessional and administrative assistant staff to support the SPED, EL and general student population this year enabled MSA2 to be effective with this goal without utilizing all of the budgeted fiscal resources in this goal.

Goal 2 Action 3
Budgeted: $927,961
Actual: $877,363
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.4: Designated and integrated ELD programs

- MSA2 continued to hire an additional administrative assistant in the Academic department to support the administration of assessments in partnership with the Assistant Principal of Academics, including in the support of the EL students being assessed

MSA2 has spent $1,000 of the $1,000 which were budgeted in this category by the end of the school year.

Goal 2 Action 4
Budgeted: $1,000
Actual: $1,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2.5: Support for students with disabilities

Due to the increased number of SPED students this year enrolled in MSA2 as well as an increased number of new assessments which took place leading to new IEPs for students, MSA2 continued with hiring the 4th SPED teacher / education specialist who was initially hired last school year. MSA2 budgeted $1,040,067 this year and by the end of the year ended up utilizing $980,061, which means that the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $1,040,067
Actual: $980,061
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2.1: Broad course of study and standards-based curriculum

Over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading.  65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year.  Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math.  69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year.  66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year.  83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year.  65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.  This was a growth of 3.89% from the prior school year.  Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.  Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard.  The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard.  The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard.  The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard.  One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year.  Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's

English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year.  64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year.  70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year.  65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.  This was a growth of 6.85% from the prior school year.  Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available.  Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.  Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard.  The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard.  The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard.  The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard.  The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science.  This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate.  Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%.  Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE)  2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students.  An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further,  41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science.  This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

Goal 2.2: Professional development for high-quality instruction

During the 3 year LCAP cycle, MSA2 has expanded our MPSwide collaboration time which connects teachers and staff across the organization to support areas including math instruction, EL support, departmental collaboration, ELA instruction, SPED collaboration, technology support, and more. MSA2 was recently awarded the Gold Medal for our PBIS Program in partnership with LACOE and the California PBIS Recognition program. In order to receive this recognition, MSA2 compiled data related to our SEL implementation as well as related to a variety of measures being assessed by LACOE and the State of California in their observation of our school over the course of the application period. MSA2 also reviews assessment data during weekly school staff PD meetings, department meetings, MTSS meetings, School Site Council meetings, Title I / ELAC meetings with other educational partners. Further, MSA2 administration attend and review data monthly with home office support during Principal meetings, Academic Administrator meetings, Student Services Administrator meetings, and Office Manager meetings. This data relates to student performance on academic assessments, behavioral referrals, attendance and truancy, social emotional measures, and enrollment. In addition, MSA2 administration utilizes TeachBoost platform to perform formal and informal observations of instructional staff and administrative assistants which align to professional standards and track each individual's effectiveness over the course of each school year.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

MSA2's academic performance data during the pre-Covid-19 pandemic, during the pandemic, as well as since the pandemic ended have shown continuous growth and improvement across nearly all student groups in ELA and math. In particular, MAP growth data during the last school year demonstrates target growth levels being met in ELA and math at significant rates. Further, online program usage demonstrates improvements over time in terms of the topics showing proficiency and mastery across IXL, ALEKS, myON, Flocabulary, and more. In

addition, MSA2 continues to meet and exceed the recommended benchmarks for a majority of IXL goals for student usage, teacher usage, and content mastery.

As was stated previously, over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading.  65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year.  Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math.  69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year.  66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year.  83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year.  65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.  This was a growth of 3.89% from the prior school year.  Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.  Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard.  The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard.  The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard.  The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard.  One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year.  Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's

English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

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During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

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According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

Goal 2.4: Designated and integrated ELD programs

Over the 3 year LCAP cycle, MSA2's data related to EL students shows tremendous growth for EL students with regard to their RFEP rates as well as their ELP progress indicator on the dashboard. These rates demonstrate that MSA2's EL students are reaching academic achievement goals related to language acquisition at substantially high rates. We have added substantial academic support to our dually identified students by means of providing students with 2 additional paraprofessionals that were not originally in the budget prior to this 3 year LCAP cycle, and were hired based on additional funds related to the Covid-19 pandemic during the LCAP cycle as well and who continue to work at MSA2 during the 2023-24 school year.

As was previously mentioned, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

Goal 2.5: Support for students with disabilities

During this 3 year LCAP cycle, MSA2 utilized more fiscal resources than initially budgeted prior to this cycle to support our SPED students in the form of hiring several new SPED paraprofessionals as well as one additional SPED teacher, MSA2's SPED students were able to receive additional small group support to reduce learning loss experienced during the Covid-19 pandemic. The end of year results on the NWEA

MAP in math and English as well as the Lexile growth as demonstrated through myON for the past 2 years for SPED students demonstrates that these additional resources were effective in supporting our SPED student population.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2.1: Broad course of study and standards-based curriculum

Over the next 3 year LCAP cycle, MSA2 plans on continuing to provide our broad variety of current online curriculum and supplemental resources for the coming school year, including IXL, myON, Flocabulary, McGraw Hill, Houghton Mifflin Harcourt, and StudySync. In addition, we plan to expand our professional development activities related to our science curriculum to support the improved incorporation of NGSS-aligned standards.

Goal 2.2: Professional development for high-quality instruction

During the next LCAP cycle, MSA2 will utilize funds relevant revenue streams over the next three instructional years to provide coaching and mentorship support to our instructors each year, as well as additional professional development programmatic support. Further, MSA2 plans to hire an instructional coach as a full-time support position for the first time during the 2024-24 school year. Moreover, MSA2 administration will continue to receive professional development support in partnership with Harvard University's Relay Graduate School of Education to improve this effort.

Goal 2.3: MTSS - Academic enrichment, intervention, and student support

- During the next 3 year LCAP cycle, MSA2 plans to renew the online programs such as myON, iXL, Flocabulary and StudySync for upcoming school year as a means to provide content-aligned assessments to MSA2 students in ELA, ELD and math courses.
- MSA2 will also incorporate an expansion of dual enrollment college course preparation programs to support student learning, including by partnering with Pierce College and LA Valley College.

One area of growth for the next LCAP cycle with this is goal is to decrease the percentage of students failing classes as well as to meet 100% of teacher observation informal and formals during the next 3 years as a manner to better support student learning.

Goal 2.4: Designated and integrated ELD programs

Over the next 3 year LCAP cycle, MSA2 plans on continuing to provide fiscal resources as a means of support for our designated and integrated ELD programs resources for the coming school year in alignment with our EL Master Plan, our Director of EL Programs from our

home office and our ELAC committee to ensure that our EL students have the best opportunity to reclassify as fluent English proficient.

Goal 2.5: Support for students with disabilities

Over the next 3 year LCAP cycle, MSA2 plans to continue to employ the 3 SPED paraprofessionals, 4 SPED Education Specialist teachers, 1 school psychologist, and 1 shared social worker to help support our SPED student population and to support all aspects of MTSS learning and support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: 55.0% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 53.7% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 80.9% | 2022-23: (2023 Dashboard) 81.6% | 2022-23: (2023 Dashboard) 70.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 75.68% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 52.08%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 74.47%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 46.72% | 2022-23: 78.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 54.17%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 56.74% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 65.29%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 63.82% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 24.32% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 27.08%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 51.06%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 30.56% | 2022-23: 35.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 25.00%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 72.34% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 44.68%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 60.33% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 61.2% | 2020-21: 45.8% | 2021-22: 68.0% | 2022-23: 84.6% | 2022-23: 65.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 36.1% | 2020-21: 55.3% | 2021-22: 39.0% | 2022-23: 17.0% | 2022-23: 50.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 57.5% | 2021-22: (As of 5/13/22) 75.6% | 2021-22: (2022 Dashboard) 73.2%<br><br>2022-23: (As of 5/12/23) 85.1% | 2022-23: (As of 1/22/24) 65.9% | 2022-23: (2023 Dashboard) 60.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 92.1% | 2020-21: 92.3%<br><br>2021-22: (As of 5/13/22) 97.6% | 2021-22: (CDE DataQuest) 97.4%<br><br>2022-23: (As of 5/12/23) 97.9% | 2022-23 (CDE DataQuest): 95.7% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 29.3% | 2021-22: (As of 5/13/22) 34.1% | 2021-22: (CDE DataQuest) 33.3%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23 (CDE DataQuest): 2.1% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 31.7% | 2021-22: (As of 5/13/22) 46.3% | 2021-22: (CDE DataQuest) 48.7%<br><br>2022-23: (As of 5/12/23) 55.3% | 2022-23 (CDE DataQuest): 55.3% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 58.5% | 2021-22: (As of 5/13/22) 51.2% | 2022-23: (As of 5/12/23) 42.6% | 2023-24: (As of 5/20/24) 47.7% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 95.0% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 98.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 71.0% | 2021-22: (As of 5/13/22) 66% | 2022-23: (As of 5/12/23) 91.0% | 2023-24: (As of 5/20/24) 82.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 55.6% | Class of 2019 data is not available. | Class of 2019: 47.6%  Class of 2020: 47.4% | Class of 2021: 51.2% | Class of 2021: 70.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 20% | 2021-22: (As of 5/13/22) 23% | 2022-23: (As of 5/12/23) 22% | 2023-24: (As of 5/20/24) 14% | 2023-24: 20% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3.1: College/Career readiness programs and activities

MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College

Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization.

At Magnolia Science Academy-2, during the 2023-24 school year, the school has 93% socioeconomically disadvantaged students, 90.2% Hispanic / Latinx, 20.3% students with disabilities, 14.5% English Learners.

As was stated in the previous response, MSA2's College Counselor is incredibly involved in creating events related to financial aid preparedness as well as college and career readiness for all educational partners. In particular, each semester, MSA2's College Counselor plans events which entail bringing representatives from respective colleges and universities to speak with our students during the school day as well as during assemblies. Further, MSA2's College Counselor creates multiple college and career planning workshops as well as financial aid information night events for the full community in which parents and families of students are invited to attend to receive guidance and support related to this process. Moreover, MSA2's College Counselor schedules office hours in person each week in which she makes herself available to support students who are currently in the process of applying to colleges, universities, and trade schools to guide them through the detailed steps related to this important next step in our students' lives and educational journeys. During the Spring semester each year, MSA2's College Counselor organizes a college signing event which promotes all 12th grade students' plans for the upcoming school year in which the entire community is invited to celebrate students' futures. Beyond these incredible demonstrations of support to the entire community, MSA2's College Counselor also leads the process of creating and presenting information during high school student advisory courses related to the process to be college and career ready through the Naviance platform. Additionally, MSA2's College Counselor leads the process to promote and enroll students in the dual enrollment program at our school in which students as early as incoming 9th graders are invited to enroll in college courses with LA Valley College, Pierce College and Mission College. Furthermore, MSA2's College Counselor has also been a tremendous resource to the other counselors in the Magnolia Public Schools organization. MSA2's College Counselor serves as the school's Advanced Placement Coordinator and meets regularly with high school students in partnership with the Dean of Academics and Assistant Principal to support students in ensuring they meet their A-G high school graduation requirements.

MSA2's College Counselor meets with each 12th grade student individually along with their parents to support them in applying for university, college and/or trade school admissions. In addition, MSA2's College Counselor ensures that each student is able to complete their FAFSA applications as well as their CADAA applications for eligible graduating students in order to have the best financial support resources for students of all demographic and socioeconomic backgrounds.

MSA2's College Counselor has been instrumental in increasing all of MSA2's high school guidance point indicators. MSA2's college preparedness data across a variety of measures has been historically competitive when compared with the rates across LAUSD, LACOE, and the State. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

Goal 3.2: STEAM and GATE programs

MSA2 has utilized funds related to this action in order to support the school's STEAM, GATE and advanced / honors student pathway. Subsequently, MSA2 has spent funds on providing additional resources in science classrooms, supplies which will be utilized during the STEAM Expo, supplies for student science experiments, after school STEAM club support, Saturday School STEAM activities.

Goal 3.3: Digital literacy and citizenship programs

This fiscal resource at MSA2 is utilized to provide the school's salary and benefit for the school's computer teacher who also serves as the assistant to the IT Manager. Moreover, MSA2's computer teacher provides Robotics clubs after school as well where he works with students on VEX robotics where students learn essential engineering and programming skills. The computer teacher holds both computer courses for middle school and high school students. Beyond these expenses, this fiscal resource also provides for the purchase of select online educational software to support student learning.

Goal 3.4: Physical education, activity, and fitness

MSA2 utilizes this fiscal resources to provide the salary and benefits for the school's PE teacher who serves students in grades 6-8 in classes which meet a minimum of 3 days per week. Further, the PE teacher serves high school students in grades 9 and 10 in classes which meet 5 days per week who are not enrolled in other high school CIF sports elective PE classes with their coaches. Finally, this category provides fiscal resources to support our school's PE program in terms of purchasing additional classroom supplies needed for our school PE classes as well as to support our high school CIF sports classes which take place during the instructional school day as well as after school to provide additional resources to the students.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 utilizes this area to provide additional programs and services to the students and school community which can support pupils in aspects which are not included under other action areas. In particular, this action serves in collaboration with MSA2's after school programs and services, which serves in conjunction with Think Together, which provides programming, supervision and services to MSA2 students after school each week day until 6:00 pm as well as for 2 hours daily before school from 7:00 am until the start of the school day at 9:00 am. Another provision related to this goal is the offering by all MSA2 teachers to provide after school tutoring and clubs each week. Some of the clubs offered by MSA2 teachers after school to students include the STEAM club and the jazz band club. The goal of these clubs is to

provide engaging activities at MSA2 which extend beyond the regular school day to motivate students to attend school and create a positive school culture for students and families to interact with.

Further, MSA2 offers the Congressional Award Program for high school students where students are provided with opportunities to attend outdoor educational programs, complete volunteer service, set academic goals, and earn congressional awards with mentor teachers who work with the same group of students each year until high school graduation. During the 2023-24 school year, MSA2 continued to expand opportunities for the school's CAP students. Specifically, 4 students received their Silver Medals during their 12th grade year, and 4 other 12th grade students are awaiting their medals to be approved after submitting their paperwork recently. This year is the first time in around 8 years that an MSA2 student has received a medal from this prestigious program affiliated with the United States Congress. Of the 12th grade students who were in the CAP program, 2 students will be attending UC Berkeley in the upcoming school year and 2 students will be attending UCLA during that time.

During the 2023-24 school year, MSA2 entered its 2nd year of eligibility to participate as a full member in the California Interscholastic Federation (CIF) high school sports program. During the 2022-23 school year, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals. The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year. Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

During the 2023-24 school year, the boys CIF high school volleyball team won the Los Angeles City Championships for Division V. Further the boys CIF high school volleyball team qualified for the California State Championship tournament in 2024. Moreover, the boys CIF high school soccer team advanced to the playoffs in the 2023-24 school year, and the girls CIF high school volleyball team advanced to the playoffs in the same year.

MSA2 continued its music program during the 2023-24 school year for the 2nd year in the school's history. During the 2022-23 school year, MSA2 launched the first music program in the history of the school. During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival. Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford University summer jazz music program during the summer of 2023. During the 2023-24 school, the school band hosted a night at the silver screen live music concert soundtrack performance to cinema footage.

During the 2023-24 school year, MSA2 launched its first school debate team for high school students. The students participated in the Los Angeles Metropolitan Debate League where students competed in numerous competitions which required preparation related to policy debates. Numerous students and teams won prizes during tournaments, including one student winning 2nd place at a debate tournament hosted at University of Southern California (USC).

During the 2023-24 school year, MSA2 was awarded the CalHOPE grant from LACOE in order to provide additional support for MSA2 SEL development for students. MSA2 used these funds to support students in creating original cinematic content to train all students in SEL skills, including conflict mediation, restorative practices, and other overcoming obstacles.

Moreover, Think Together provides opportunities to students which includes drivers education programs for high school students, mentoring programs for middle school and high school students to work together in support of increased student outcomes. Moreover, MSA2 has continued to expand Saturday School program offerings for support student learning, small group interventions outside of regular tutoring sessions, additional learning recovery camps during winter break, Thanksgiving break, and more. Since MSA2's Think Together program is funded based upon enrollment and attendance numbers, there is no maximum capacity for student participation in these events and clubs as the program coordinators have the flexibility to hire new staff to support increased demand.  Further, our programs provide field trips to students to enrich their educational experiences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3.1: College/Career readiness programs and activities

MSA2 budgeted $155,826 to support college/career readiness programs and activities during the 2023-24 academic year, but by the end of the school year, MSA2 will have spent all of these fiscal resources at $155,826.

Goal 3 Action 1
Budgeted: $155,826
Actual: $155,826
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.2: STEAM and GATE programs

MSA2 budgeted $4,491 to support STEAM and GATE programs during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent all of these fiscal resources at $4,491.

Goal 3 Action 2
Budgeted: $4,491
Actual: $4,491
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.3: Digital literacy and citizenship programs

MSA2 budgeted $128,147 to support digital literacy and citizenship programs during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent nearly 100% of these fiscal resources at $121,643. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $128,147
Actual: $121,643
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.4: Physical education, activity, and fitness

MSA2 budgeted $229,755 to support physical education, activity, and fitness during the 2023-24 academic year, and by the end of the school year, MSA2 have spent nearly all of than these allocated fiscal resources at $227,556. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $229,755
Actual: $227,556
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 budgeted $586,284 to support additional programs and activities that support well-rounded education during the 2023-24 academic year, and by the end of the school year, MSA2 will have spent nearly all of these allocated fiscal resources at $583,311. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $586,284
Actual: $583,311
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3.1: College/Career readiness programs and activities

Over the 3 year LCAP cycle, MSA2's data with regard to the school's college/career readiness programs and activities, including having historically competitive rates when compared with the rates across LAUSD, LACOE, and the State indicates that the specific actions have been effective in making progress toward this goal. In particular, MSA2 has outperformed the LAUSD, LACOE, and State data across nearly every category throughout the past three most recent academic years in terms of 4 year cohort graduation rates, rates of graduates meeting UC / CSU requirements, rate of graduates earning a seal of biliteracy, and percentage of graduates earning a Golden State Seal Merit Diploma.

MSA2's success in being named a 2024 California Distinguished School highlights MSA2's effective actions in this action.

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%.  This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.  Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math.  This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of EL students.  Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment.  Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment.  These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students.  An additional challenge is that the SPED student

results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.


Goal 3.2: STEAM and GATE programs

Over this 3 the year LCAP cycle, MSA2's success with regard to the school's STEAM and GATE programs, including having historically competitive programs over multiple consecutive years in VEX EDR and VEX IQ Robotics as well as in RAD Drones by qualifying for the US National Championship multiple years in a row and qualifying for the World Championships for the RAD Drones in Spring 2020, although the Covid-19 pandemic led to the World Championship tournament being cancelled. Despite these previous successes, MSA2 has brought back VEX robotics as a club at school for middle school and high school students to prepare the students to have success during the upcoming school years and compete in tournaments again.

Further, during this 3 year LCAP cycle, MSA2 continued its music program during the 2023-24 school year for the 2nd year in the school's history. During the 2022-23 school year, MSA2 launched the first music program in the history of the school. During this time, the student music ensemble received 2nd place at Stanford University Jazz Festival, and they also received 3rd place in Reno Jazz Festival. Moreover, one MSA2 student received a scholarship from Stanford University to attend the Stanford University summer jazz music program during the summer of 2023. During the 2023-24 school, the school band hosted a night at the silver screen live music concert soundtrack performance to cinema footage.

Moreover, during the 2022-23 school year, MSA2 was selected by Kaiser Permanente to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers. MSA2 students who enrolled in the Hippocrates Circle Program had opportunities to interact with practicing physicians that may reflect their own personal experience and diverse background. Through collaboration with medical schools, physicians from Permanente Medical Group, and Kaiser Permanente Community Health sponsorship, the Hippocrates Circle Program helped MSA2 students strengthen the self-esteem of young people and empower them to pursue their goal to become a physician.

Over this 3 year LCAP cycle, MSA2 students continued to create STEAM projects for the MPS STEAM Expo as well as for the schools STEAM Festival each year. Further, MSA2 students have continued to participate in the LACOE History Day competitions where they have

qualified for significant honors, and have participated in advanced math competitions.  Over the current LCAP cycle, MSA2 students have won distinctions including the Amazon Future Engineer scholarship, have been awarded College Board distinctions, and have participated in Stanford University's Pre-Collegiate College Level Online Math program where they have been able to concurrently enroll in Stanford math courses while they are still in high school.

Goal 3.3: Digital literacy and citizenship programs

Over the past 3 years, MSA2 has continued to have an IT Manager which is shared with MSA7 60% for MSA2 and 40% for MSA7 in terms of time on campus and budget. This was a change from the previous 50% which MSA2 had for the IT Manager which provides an additional 2 full days per month on campus to support areas of need.  Further, over the past 3 years, MSA2's computer teacher has provided support to students in the computer classes, including AP Java Computer.  Moreover, MSA2 received an award during the 2021-22 school year from the College Board related to having a successful rate of female students passing the AP Computer exam.

Goal 3.4: Physical education, activity, and fitness

During this LCAP cycle, MSA2's physical education and fitness programs have improved over the past 3 years due to adding more opportunities for competitive sports before and after school. In particular, MSA2 rented One Generation on 4 days per week throughout the past 3 school years to support middle school and high school soccer for boys and girls as well as for flag football. Further, we rented the Hansen Dam for high school boys and girls cross country competitions and increased our budget to support these additional activities which support wellness outside of the general academic coursework.

As was previously stated, during the 2023-24 school year, MSA2 entered its 2nd year of eligibility to participate as a full member in the California Interscholastic Federation (CIF) high school sports program.  During the 2022-23 school year, the MSA2 boys varsity cross country team advanced to CIF Los Angeles City Finals.  The girls varsity cross country team advanced to CIF Los Angeles City Preliminary. One student placed 3rd in boys cross country CIF Los Angeles City Finals and advanced to the 2022 CIF California State Championship meet. Additionally, MSA2's boys CIF high school soccer team advanced to the playoffs during the 2022-23 school year.  Moreover, the boys and girls CIF high school volleyball teams advanced to the playoffs during the same school year.

During the 2023-24 school year, the boys CIF high school volleyball team won the Los Angeles City Championships for Division V. Further the boys CIF high school volleyball team qualified for the California State Championship tournament in 2024.  Moreover, the boys CIF high school soccer team advanced to the playoffs in the 2023-24 school year, and the girls CIF high school volleyball team advanced to the playoffs in the same year.

Goal 3.5: Additional programs and activities that support well-rounded education

Over the 3 year LCAP cycle, MSA2's additional programs and activities that support well-rounded education which have been supported with various funding sources which have been effective in supporting student learning, as demonstrated by the MAP growth across math and English during the school year for general education, SPED and EL students through the additional support of such programs.  Being awarded the 2024 California Distinguished School award further emphasizes the success of these collective efforts related to this action.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3.1: College/Career readiness programs and activities

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's college/career readiness programs and activities.

Goal 3.2: STEAM and GATE programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's STEAM and GATE programs. Further, MSA2 plans to spend more funds during the upcoming school year to participate in the VEX IQ and VEX EDR robotics programs as well as in the RAD Drones program which we had done during previous school years which will provide additional STEAM activities to students.

Goal 3.3: Digital literacy and citizenship programs

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's digital literacy and citizenship programs.

Goal 3.4: Physical education, activity, and fitness

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's Physical education, activity, and fitness. MSA2 will continue building upon its success in the California Interscholastic Federation (CIF) high school sports league as a full member during the upcoming school years so we plan to provide increased fiscal resources to support this growing program to help students meet their physical education and fitness goals.

Goal 3.5: Additional programs and activities that support well-rounded education

MSA2 will utilize additional fiscal resources during the upcoming year to continue expanding our before school program. This will provide an additional opportunity to collaborate with Think Together to provide expanded services and programs during the morning time.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 4 | 2021-22: (As of 5/13/22) 4 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 32 | 2021-22: (As of 5/13/22) 22 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 8 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 31 | 2021-22: (As of 5/13/22) 27 | 2022-23: (As of 5/12/23) 35 | 2023-24: (As of 5/20/24) 45 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>22.1% | 2021-22: (As of 5/13/22)<br>16.6% | 2022-23: (As of 5/12/23)<br>26.1% | 2023-24: (As of 5/20/24)<br>4.4% | 2023-24:<br>25.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>98.08% | 2021-22: (P-2 ADA)<br>91.4% | 2022-23: (P-2 ADA)<br>93.33% | 2023-24: (P-2 ADA)<br>93.3% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>3.9% | 2021-22: (As of 5/13/22)<br>6.0% | 2021-22: (2022 Dashboard)<br>27.3%<br><br>2022-23: (As of 5/12/23)<br>20.9% | 2022-23: (2023 Dashboard)<br>21.3%<br><br>2023-24: (As of 5/31/24)<br>20.7% | 2022-23: (2023 Dashboard)<br>5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0% | 2023-24: (As of 6/3/24)<br>0.0% | 2023-24:<br>0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20:<br>5.0% | 2020-21:<br>0.0% | 2021-22: (CDE DataQuest)<br>0.00%<br><br>2022-23: | 2022-23: (CDE DataQuest)<br>0.00% | 2022-23: (CDE DataQuest)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.00% | 2023-24: (As of 6/3/24)<br>0.0% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard)<br>95.0% | 2020-21: (2021 Dashboard)<br>93.2% | 2021-22: (2022 Dashboard)<br>100.0%<br><br>2022-23: (As of 5/12/23)<br>100.0% | 2022-23: (2023 Dashboard)<br>95.9% | 2022-23: (2023 Dashboard)<br>100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0.4% | 2021-22: (2022 Dashboard)<br>0.4%<br><br>2022-23: (As of 5/12/23)<br>0.2% | 2022-23: (2023 Dashboard)<br>0.00%<br><br>2023-24: (As of 5/31/24)<br>0.5% | 2022-23: (2023 Dashboard)<br>0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21)<br>0.00% | 2021-22: (As of 5/13/22)<br>0.19% | 2021-22: (CDE DataQuest)<br>0.19%<br><br>2022-23: (As of 5/12/23)<br>0.00% | 2022-23: (CDE DataQuest)<br>0.00%<br><br>2023-24: (As of 5/31/24)<br>0.00% | 2022-23: (CDE DataQuest)<br>0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21:<br>Students: 95.1%<br>Families: 91.8%<br>Staff: 100.0% | 2021-22:<br>Students: 98%<br>Families: 86.3%<br>Staff: 100% | 2022-23:<br>Students: 98.6%<br>Families: 99.3%<br>Staff: 100.0% | 2023-24:<br>Students: 100.0%<br>Families: 100.0%<br>Staff: 100.0% | 2023-24:<br>Students: 95.0%<br>Families: 90.0%<br>Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 76% Families: 98% Staff: 94% | 2021-22: Students: 73% Families: 97% Staff: 85% | 2022-23: Students: 70.0% Families: 98.0% Staff: 87.0% | 2023-24: Students: 57.0% Families: 90.0% Staff: 69.0% | 2023-24: Students: 75% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 85% | 2021-22: (Spring 2021 to Fall 2021) 90% | 2022-23: (Spring 2022 to Fall 2022) 83.0% | 2023-24: (Spring 2023 to Fall 2023) 86.46% | 2023-24: (Spring 2023 to Fall 2023) 85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4.1: Seeking family input for decision making

MSA2 continues to hold periodic meetings to gather input from our families, including, Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, and Board of Directors meetings. Along with ELAC, MSA2's committees provide for representation of at-promise students (low income, English learners, foster youth, etc.). MSA2's feedback during CAC, ELAC and other meetings provide valuable input for the LCAP. MSA2 also holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent involvement policy and school-student-parent compact. In addition, MSA2 continues to conduct parent surveys to seek feedback on school improvement.

Goal 4.2: Building partnerships with families for student outcomes

MSA-2 holds a variety of events, meetings and committees which provide significant opportunities for parent and family involvement in our school community decision-making process. In particular, this process has been supported by our school's PACE Coordinator who hosts weekly Coffee with the Principal meetings on Fridays where topics of interest which are relevant to families are shared, including health and wellness, academic achievement, UC / CSU graduation requirements, and more. Further, MSA-2 hosts PTF, Community Advisory Council (CAC), Title I meetings, ELAC meetings with parents as members of each committee who have the ability to vote upon important plans including the School Safety Plan, LCAP, and more.  During the 2022-23 school year, MSA2 launched the Community Schools Coordinator (CSC) position who began working in partnership with the PACE coordinator to provide outside resources to the school community.  During the 2023-24 school year, MSA2 continued with both the CSC and PACE positions working in collaboration to support MSA2 students, families and the community.  The families and parents are equal partners in the decision-making process where they are invited to share their

feedback related to school budgetary and programmatic decisions which impact the quality of the education which their children receive at MSA-2.

Moreover, MSA-2 hosts events for parents and families, including Parent Bridge educational programs which provide support related and training to parents and families in areas including technology literacy and English language development. Beyond this, parents and family members are invited to attend workshops at MSA-2 where they receive information and support related to the necessary steps which they should take to best prepare their children to be successful in college and universities. MSA-2 administration and staff provide home visits to MSA-2 families each year where families are visited to provide their perspectives and feedback related to school programs which can best support their children. Also, our PTF program includes parent members who serve as volunteers to plan events, such as school dances, and cultural festivals including the Day of the Dead event.

MSA-2 is committed to continually growing and improving as an organization in order to best support the needs of all of our students. Because we are committed to the idea that we are most effective at growing in our ability to support our students when we make decisions based on all available data, including the observations of all educational partners, we have a variety of systems in place to ensure that staff, students and families have ample opportunities to participate in school planning processes through brainstorming and revision sessions in staff meetings, committee meetings, and a variety of student leadership groups and other forums. Home office leaders, including the CEO, CAO, COO,CXO, the Director of HR, and other chiefs, directors, and coordinators have made an effort to visit our campus and discuss MPS' broader vision with the staff. Teachers report that one of the major benefits of teaching at MSA-2 is the substantial professional autonomy that teachers are afforded to plan curriculum and instruction in ways that they, as professionals, know best meet the needs of their students.

MSA-2 implements numerous strategies and processes for the regular involvement of all educational partners in the learning and teaching of all students. As effective collaboration starts with effective communication, our school community chose an effective and dependable program called ParentSquare in order to reach our whole community for our major and minor communications. The program allows our school to send out mass communications to our communities through their preferred devices and their preferred languages. In addition to sending mass messages, teachers also are able to use this platform to communicate with students and parents easily.

MSA2 utilizes funds in this area to provide ParentSquare access to all stakeholders, provide Parent Education Bridge programs, pay for the salary as well as benefits of our Parent and Community Engagement (PACE) Coordinator, and other important resources. MSA2's additional expenditures included in this action include Infinite Campus SIS fees, SchoolMint software fees, home-visit compensation for MSA2 staff who visit students' homes, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff during the Spring 2024 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the

school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff analyzes survey results to identify greatest progress and needs in order to inform our next steps. We also conduct student SEL check-ins through the Kelvin platform. We share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern.

MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Student Council leadership team in partnership with our School Psychologist, School Social Worker, and Assistant Principal of Student Services. The original student curriculum is filmed to be viewed during homeroom and Advisory each month. This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a Gold medal from the State of CA in 2023 for our school's PBIS program.

MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. MSA2's full-time psychologist provides mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 refers students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

MSA2 continues to hold meetings with the Academic MTSS Committee along with our Assistant Principal of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, myON for reading growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills. All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and support related to academic performance with the MTSS Academic Committee.

Goal 4.4: Annual stakeholder surveys

Stakeholder voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Annual educational partner experience survey:

MPS uses the CORE DISTRICTS survey instrument developed by WestEd for the California Department of Education as our annual educational partner experience survey. The survey includes questions for school climate indicators which include the following four topics for students, families, and staff: Climate of Support for Academic Learning; Knowledge and Fairness of Discipline, Rules and Norms; Safety; Sense of Belonging (School Connectedness). As part of our MTSS efforts, school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. MSA2's expenditures associated with this action include Panorama Education survey fees.

Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Some outside partnerships of MSA2 include Care Solace which MSA2 uses to refer students and families for outside mental health support.

MSA2 partners with Insight Treatment to provide mental health counseling services and substance treatment to students in need, as well as provides training to students and parents to help educate about the dangers of substance use.

MSA2 partners with One Generation to host sporting events, practices and community events in their space.

MSA2 partners with Kaiser Permanente to give MSA2 middle school students the opportunity to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students  to physician careers.

MSA2 partners with Stanford University's Pre-Collegiate College Level Online Math program in order to support students in concurrently enrolling in Stanford University math courses while they are still in high school.

MSA2 partners with Think Together to run MSA2's before and after school programs on campus that provide additional enrichment and support to students.

MSA2 partners with Los Angeles Valley College and Pierce College to provide dual enrollment college courses to high school students.

MSA2 partners with the Los Angeles Metropolitan Debate League to provide students in high school with the opportunity to compete in debate tournaments with other high school students.

MSA2 partners with Los Angeles County Office of Education (LACOE) in providing the SEL CalHOPE Grant to MSA2 to develop increased opportunities for MSA2 students to receive SEL educational exposure and support.

MSA2 partners with FIYA for middle school sports as an organized manner for students to compete with other schools in the region.

MSA2 partners with California Interscholastic Federation (CIF) for high school students to participate in organized and competitive sports leagues across the region and State of California.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4.1: Seeking family input for decision making

MSA2 did not budget any funds to support seeking family input for decision making during the 2023-24 academic year.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.2: Building partnerships with families for student outcomes

MSA2 budgeted $385,241 funds to support seeking family input for decision making during the 2023-24 academic year, and by the end of the school year, MSA2 had spent nearly all of these funds at $376,240. Despite not spending all of the budgeted resources related to this category, the projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.  MSA2 received additional support from Think Together in providing support for building partnerships with families for student outcomes which did not have a fiscal impact on MSA2 since Think Together operates their own budget.  The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $385,241
Actual: $376,240
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.3: MTSS - PBIS and SEL support

MSA2 budgeted $635,239 funds to support MTSS - PBIS and SEL support during the 2023-24 academic year, and by the end of the school year, MSA2 had spent all of these funds at $635,239.  The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3
Budgeted: $635,239
Actual: $635,239
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.4: Annual stakeholder surveys

MSA2 budgeted $2,200 funds to support annual stakeholder surveys during the 2023-24 academic year, and by the end of the school year, MSA2 had spent 100% of the $2,200 of budgeted fiscal resources. The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $2,200
Actual: $2,200
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4.5: Community outreach and partnerships

MSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. MSA2 budgeted $271,911 funds to support community outreach and partnerships during the 2023-24 academic year, and by the end of the school year, MSA2 had spent more than the budgeted amount totaling $288,197.  The $16,286 spent above the budgeted amount for this action was related to helping provide more opportunities for students and families in the school and relates to the feedback from student, family and staff surveys requesting more programs, services and partnerships to improve the quality of the school. While the projected expenses are above the budgeted amount, all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $271,911
Actual: $288,197
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4.1: Seeking family input for decision making

Over this 3 year LCAP cycle, MSA2 utilized a variety of different opportunities to seek family input for decision making during each of the years from 2021-22 through 2023-24. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 utilized a variety of different opportunities to build partnerships with families for student outcomes over this 3 year LCAP from 2021-22 through 2023-24. This effectiveness is evidenced in the annual stakeholder survey results which demonstrate a high level of overall satisfaction from the family respondents related to the frequent incorporation of family members as decision makers at MSA2 over these 3 years. In addition, this is evidenced by the NWEA MAP student growth in math and English for the general education population as well as for SPED and EL students during the current academic year as well as the noteworthy growth in reading demonstrated through myON over this time.

Specifically, MSA2's academic performance data during the pre-Covid-19 pandemic, during the pandemic, as well as since the pandemic ended have shown continuous growth and improvement across nearly all student groups in ELA and math. In particular, MAP growth data during the last school year demonstrates target growth levels being met in ELA and math at significant rates. Further, online program usage demonstrates improvements over time in terms of the topics showing proficiency and mastery across IXL, ALEKS, myON, Flocabulary, and more. In addition, MSA2 continues to meet and exceed the recommended benchmarks for a majority of IXL goals for student usage, teacher usage, and content mastery.

As was stated previously, over the 3 year LCAP cycle, MSA2 has a tremendous amount of data which relates to this goal and action step. During this time, the Spring 2021 end of year administration of the NWEA MAP assessment shows tremendous growth across all student groups in math and reading. In particular, 63.6% of English Language Learner (ELL) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. In addition, 68.3% of Free and Reduced-price Lunch eligible (FRL) students met their subgroup growth projection in math and 66.3% met their subgroup growth projection in reading in the Spring 2021. Further, 57.9% of Special Education (SPED) students met their subgroup growth projection in math and 66% met their subgroup growth projection in reading in the Spring 2021. Moreover, 70.8% of Asian students met their subgroup growth projection in math and 62.5% met their subgroup growth projection in reading in the Spring 2021. Moreover, 66.7% of Hispanic students met their subgroup growth projection in math and 65.5% met their subgroup growth projection in reading in the Spring 2021. Finally, 87.5% of white students met their subgroup growth projection in math and 66.7% met their subgroup growth projection in reading in the Spring 2021.

During the 2022-23 academic year, MSA2 students have demonstrated success in meeting their target growth in math and reading. 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met

their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

MSA2 has also incorporated over the 3 year LCAP cycle relevant contemporary data sources by means of our variety of online supplemental resources which provide data related to student math, ELA, and Lexile levels across all grade levels from IXL, ALEKS, myON, Flocabulary platforms, and which is monitored by teachers and the MTSS Academic Committee to provide targeted interventions and support which include after school tutoring, Saturday School, learning lab courses, and other interventions.

Goal 4.3: MTSS - PBIS and SEL support

Over the past 3 years of the LCAP cycle, MSA2 has continued to partner with LACOE with the school's PBIS program for multiple consecutive years to provide training and support to the school related to this important practice. Further, MSA2 received its PBIS Gold

medal from the California PBIS recognition program in 2023.

Over the past 3 years of this LCAP cycle, MSA2 has continued to conduct our annually administered school experience surveys to students, parents, and staff, including the most recent survey from the Spring 2024 semester. Further, MSA2 utilized responses from last year's survey to guide our implementation of programs and services at the school site. MSA2 implements the CORE DISTRICTS Survey instrument to assess our stakeholders' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our stakeholders open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff analyzes survey results to identify greatest progress and needs in order to inform our next steps. We also conduct student SEL check-ins through the Kelvin platform. We share the data of concerned students across stakeholder groups which include teachers, school administration, school psychologist, grade level coordinators, and parents in order to best support students who have demonstrated an SEL area of concern.

Over the past 3 years, MSA2 students continue to receive SEL instruction from the Zones of Regulation curriculum, which is taught by our Student Council leadership team in partnership with our School Psychologist, School Social Worker, and Assistant Principal of Student Services. The original student curriculum is filmed to be viewed during homeroom and Advisory each month. This process supports all students, families, staff, and other stakeholders in having access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. In addition, this process supports stakeholders in feeling a sense of community and connectedness. Additionally, MSA2 continues to partner with LACOE to provide training for our school's PBIS program which was selected to receive a Gold medal from the State of CA in 2023 for our school's PBIS program.

MSA2 uses fiscal resources from this category to receive professional development for the full school from LACOE's PBIS program. Over the past 3 years of this LCAP cycle, MSA2's full-time psychologist has continued to provide mental health support to MSA2 students in need as well as ongoing support to students who have IEP's. Moreover, MSA2 has continued to refer students and families to Care Solace for outside mental health support as a partner organization. MSA2 also receives support from the MPS Director of SPED Services who also provides consultation as a clinical psychologist related to mental health and SEL matters impacting students and the school community.

During the last 3 years of this LCAP cycle, MSA2 has continued to hold meetings with the Academic MTSS Committee along with our Assistant Principal of Academics in order to discuss strategies and interventions which are necessary to support students. Further, MSA2 provides additional academic interventions based on the MTSS Academic Committee referrals including Saturday School programs, additional small group interventions, Learning Lab course placement, ongoing monitoring of student academic achievement via online resources including IXL for math and English, myON for reading growth, Flocabulary across multiple subject areas to build capacity to answer higher order thinking skills. All such online programs are purchased with MSA2's budget to provide additional academic support resources to students, families and teachers. In addition, MSA2 monitors performance data from NWEA MAP assessment, IAB, and SBAC in order to provide targeted interventions and support related to academic performance with the MTSS Academic Committee.

Goal 4.4: Annual stakeholder surveys

MSA2 has utilized the annual stakeholder survey over the past 3 years of the LCAP cycle which was effective in providing data during the 2021-22 through 2023-24 school years from various educational partners related to various topics.

Our observations on the participation rates from the 2023-24 surveys indicate a high level of engagement from stakeholders, with all three groups - students, families, and staff - achieving 100% participation in the Spring 2024 surveys. This represents a positive trend and demonstrates a strong commitment to providing feedback and contributing to our continuous improvement efforts.

Comparing to Spring 2023, we note an increase in participation rates among students (+1.8 percentage points) and families (+0.7 percentage points), while staff participation remained consistent at 100%. This indicates continued enthusiasm and involvement from our educational partners in sharing their perspectives and insights.

Overall, the high participation rates across all groups in the 2023-24 survey reflect a culture of collaboration, transparency, and accountability within our school community. It's encouraging to see such active engagement, and we value the feedback and input provided by all stakeholders as we work together to enhance our educational programs and services.

Reaching 100% participation rate was a collaborative effort. Dividing the groups between specific team members, having consistent follow up, and implementing different strategies, such as calling parents at different times of the day, assisting parents on how to complete the survey, giving incentives, and having a team of staff to follow up with parents during drop off and pick up with flyers with QR codes. These strategies helped with providing easier ways to access the survey.

There has been a noticeable decline in overall satisfaction rates across all three groups - students, families, and staff - when comparing 2023-24 survey responses with those of the 2022-23 school year. Specifically, student satisfaction decreased by 18 percentage points, family satisfaction by 8 percentage points, and staff satisfaction by 18 percentage points.

While there can be multiple factors that resulted in the lower satisfaction rates, some of these factors can be the following:

- We experienced five teacher separations during the first semester for various reasons, leading to the presence of substitute teachers in classrooms for a brief period until we could fill the positions permanently. Some of these educators had been integral members of MSA-2 for several years, and their departure initially affected student morale. The separation and vacancies have impacted both the students and the families, as well as the staff. Although most positions are now filled, establishing new relationships with students and families required a period of adjustment.

- At the beginning of this academic year, we diligently implemented specific policies such as uniforms, attendance, and tardies. While these expectations are necessary, our review of free responses reveals that students harbor varied expectations, often preferring less strict regulations.

- Concerns regarding food quality have been raised by students and families throughout the year. We have actively listened to these concerns and initiated communication with both the food vendor and the School Food Authority (SFA) management firm. While we

have developed action steps to enhance this aspect, it's important to note that implementing changes will be a gradual process. Factors like vendor preferences and necessary facility improvements require careful consideration and specific approvals, which may take some time.

These changes can be attributed, in part, to staffing transitions. The loss of five teachers, particularly those teaching middle and high school, introduced inconsistency in staffing, impacting both student classroom culture and staff dynamics. Historically, the student approval rates have been the lowest among the three groups, however we acknowledge that this is one of our priorities to increase the student approval rates and overall satisfaction. Moving forward, we are implementing targeted strategies such as enhancing student support services, fostering a positive classroom and campus environment, and providing engaging and relevant learning experiences. Additionally, we are focusing on strengthening communication channels between students, teachers, and parents to ensure that student voices are heard and valued in decision-making processes. By prioritizing these initiatives, we aim to create a more inclusive, supportive, and fulfilling educational experience for all students, ultimately leading to improved student approval rates and overall satisfaction.

We've seen significant successes and notable progress in our survey approval rates over the past year, reflecting our commitment to continuous improvement and responsiveness to stakeholder feedback.

In terms of strengths, our family surveys consistently show the highest average approval rates, reaching an impressive 90% in Spring 2024. This indicates strong engagement and satisfaction levels among our families, reflecting their trust and support in our educational programs and initiatives. We are proud of the positive relationships we have built with our families and their confidence in our school community.

While the approval rates for student surveys decreased by 13 percentage points since Spring 2023, we acknowledge this as an area for improvement. We will focus on enhancing student engagement and feedback mechanisms to better address their needs and concerns, ensuring their voices are heard and valued.

Similarly, the approval rates for staff surveys declined by 18 percentage points since Spring 2023, signaling a need for targeted efforts to boost staff morale, address concerns, and foster a positive work environment. We will prioritize staff support, professional development opportunities, and communication channels to strengthen staff engagement and satisfaction.

Moving forward, we plan to implement targeted strategies to address the decline in approval rates for student and staff surveys, such as increased communication and engagement initiatives, tailored support programs, and ongoing professional development opportunities. We remain committed to listening to our stakeholders, addressing their feedback, and striving for excellence in all aspects of our educational community.

When examining student approval rates, we observe that safety was rated the highest, whereas the sense of belonging received the lowest ranking. Delving deeper into the sense of belonging category, we found that the average approval rate stood at 50%, with the lowest approval rate recorded among 7th and 8th graders. Notably, the question "I am happy to be at this school" saw the most significant decrease in approval. This decline correlates with overall school connectedness.

One contributing factor is our school being a school of choice, where parents often wield greater influence over enrollment decisions, leaving

students feeling less empowered in their school selection. This dynamic can foster negative perceptions among students. However, looking ahead, we are committed to taking proactive measures to foster a stronger sense of inclusion and ownership among students. We will actively seek their feedback to implement initiatives that transform our school into a place they genuinely want to attend and are excited about, rather than feeling compelled to do so.

Among the families, safety was also the highest ranked category. Even though the categories had the highest favorable percentages between the three partner groups (families, students, and staff), we can see a decrease in all four categories. Looking into each question closely, we noticed that the biggest decrease in favored responses were from the following two comments: "school staff takes my concern seriously" and "school staff responds to my needs in a timely manner." Going forward, we will conduct a thorough review and analysis of the feedback provided. Based on this analysis, the school can then develop targeted action plans or initiatives aimed at improving communication, responsiveness, and overall satisfaction among families. This may involve enhancing communication channels, implementing protocols for timely response to concerns, providing additional training or resources to staff members, and actively seeking feedback from families to ensure their needs are met effectively.

While safety emerged as the top priority for families and students, it notably ranked the lowest among staff members, marking the most significant decline. The most substantial decreases in percentage were observed in responses to prompts related to disruptive student behavior and the lack of respect shown to staff by students. These findings are concerning but understandable, given the turnover in staff throughout the school year and the presence of many new teachers in classrooms.

In response, we are committed to supporting our teachers and staff by implementing strategic measures. We will restructure our professional development initiatives to focus on enhancing classroom management techniques and fostering positive relationships with students. Additionally, we will introduce a new instructional coach position dedicated to working directly with teachers. This coach will provide targeted guidance and support to help teachers effectively manage classroom dynamics, establish mutual respect, and create a conducive learning environment for all students. These efforts aim to address the challenges identified and strengthen the overall well-being and effectiveness of our teaching staff.

We are incredibly proud of all of our areas of growth and plan on continuing to focus on taking proactive steps to repeat and build upon these successes. We are also incredibly motivated to continue to work on addressing all of the areas of concern during the upcoming school year and continue to make MSA2 a better school for all educational partners across all categories through our ongoing collaborative approach.

Goal 4.5: Community outreach and partnerships

Over the 3 year cycle of this LCAP, MSA2 continued to grow in its community partnershipsMSA2 provides various opportunities to our educational partners in the form of providing community outreach support and partnerships. Some outside partnerships of MSA2 include Care Solace which MSA2 uses to refer students and families for outside mental health support. MSA2's partnership was impactful with Insight Treatment to provide mental health counseling services and substance treatment to students in need, as well as providing training to students and parents to help educate about the dangers of substance use. Moreover, MSA2's partnership with One Generation to host sporting events, practices and community events in their space helped MSA2 sports teams have significant outcomes over the last 3 years during this LCAP cycle.

MSA2's partnership with Kaiser Permanente to give MSA2 middle school students the opportunity to participate in the Hippocrates Circle, which aims to increase the diversity of the incoming physician population by creating a pathway program to expose young, diverse, middle school students to physician careers was inspiring for students take part in during the 2022-23 school year.

MSA2's partnership with Stanford University's Pre-Collegiate College Level Online Math program helped provide new opportunities to support students in concurrently enrolling in Stanford University math courses while they are still in high school.

Over the past 3 years, MSA2 partnership with Think Together is highly valued by students and families in running MSA2's before and after school programs on campus that provide additional enrichment and support to students.

MSA2's partnership with Los Angeles Valley College and Pierce College over the past 3 years to provide dual enrollment college courses to high school students has been leading to increased student outcomes.
MSA2's new partnership with the Los Angeles Metropolitan Debate League during the 2023-24 school year provided students in high school with the opportunity to compete in debate tournaments with other high school students. Numerous MSA2 students won prizes in such tournaments, including one student who won 2nd place at a debate tournament which took place at University of Southern California.

Over the past 2 school years, MSA2 ongoing partnership with Los Angeles County Office of Education (LACOE) has been instrumental in providing the SEL CalHOPE Grant to MSA2 to develop increased opportunities for MSA2 students to receive SEL educational exposure and support.

Over the past 3 years of this LCAP, MSA2's continued partnership with FIYA for middle school sports as an organized manner for students to compete with other schools in the region has helped MSA2 students achieve their health and fitness goals.

Finally, MSA2's partnership with California Interscholastic Federation (CIF) for high school students was indispensable for students to be able to participate in the CIF organized and competitive sports leagues across the region and State of California. This partnership led to students qualifying for the California State Championship across 2 different sports and over the course of 2 different school years.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4.1: Seeking family input for decision making

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to seek family input for decision making.

Goal 4.2: Building partnerships with families for student outcomes

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to build partnerships with families for student outcomes.

Goal 4.3: MTSS - PBIS and SEL support

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward MTSS - PBIS and SEL support.

Goal 4.4: Annual stakeholder surveys

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward the annual stakeholder surveys.

Goal 4.5: Community outreach and partnerships

MSA2 plans to continue prioritizing the similar fiscal resources in the upcoming school year toward supporting the school's process to provide community outreach and partnerships.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

| |
|---|
| |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

| |
|---|
| |

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

| |
|---|
| |

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

| |
|---|
| |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 2 | David Garner<br>Principal | dgarner@magnoliapublicschools.org<br>(818) 758-0300 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-2 (MSA-2 Charter School), is a classroom-based charter school serving grades 6–12 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2008, MSA-2's mission is to provide "a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others."

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students. MSA-2 adopted the Gates Model of providing its students with a small school environment, staffed with high quality educators and dedicated professionals whose sole purpose is to educate and prepare each child for higher education. Classroom instruction at MSA-2 is supplemented by tutoring, after-school programs, Saturday school enrichment, morning school support, and school-to-university pathways.

MSA-2 currently has 532 students in grades 6-12, and mainly draws enrollment from Van Nuys, CA, and neighboring communities. The neighborhoods that MSA-2 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-2 serves face economic challenges. MSA-2 has a diverse enrollment, including 90.2% Hispanic / Latino, 2.7% Asian / Pacific Islander, 3.8% White, 3.2% Black / African American, 93% Socioeconomically Disadvantaged, 20.3% Special Education, and 14.5% English Learner population, GATE 9.6% population. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Magnolia Science Academy 2
Address: 17125 Victory Blvd., Lake Balboa, CA, 91406-5455
Phone: 818-758-0300
Email: dgarner@magnoliapublicschools.org

Our History
Magnolia Science Academy – 2 (MSA-2) opened its doors to serve the community of Reseda in the Fall of 2008 for the grades 6th through 12th grade. In 2010, the school site moved to Lake Balboa. The school provides an academically rigorous standards-based curriculum.

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

NWEA MAP Math

MSA2 students have demonstrated success in meeting their target growth in math and reading. To reiterate, 65.3% of MSA2 students met their growth target on the NWEA MAP for math during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 95% for math and a Conditional Growth Index (CGI) of 1.68 in math. 69.1% of MSA2's English Learner students met their target growth on the

MAP math assessment during the 2022-23 academic year. 66.6% of MSA2's free and reduced price eligible students met their target growth on the MAP math assessment during the 2022-23 academic year. 83.3% of MSA2's SPED students met their target growth on the MAP math assessment during the 2022-23 academic year. 65.7% of MSA2's Hispanic students met their target growth on the MAP math assessment during the 2022-23 academic year.

SBAC Math

25.65% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. This was a growth of 3.89% from the prior school year. Further, this score was the second to highest score over the prior 5 school years in which there was SBAC math data available. Specifically, 13.33% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in math. Moreover, 2.44% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in math.

The math portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year received a color of yellow and increased by 16.7 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 9.2 points from the prior school year in terms of their distance from the standard. The EL student results for math on the same assessment year received a color of orange and increased by 4.2 points in terms of their distance from the standard. One challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

NWEA MAP Reading

To reiterate, 64.4% of MSA2 students met their growth target on the NWEA MAP for reading during the 2022-23 academic year. Further, MSA2 had a conditional growth percentile of 96% for reading and a Conditional Growth Index (CGI) of 1.71 in reading. 75.0% of MSA2's English Learner students met their target growth on the MAP reading assessment during the 2022-23 academic year. 64.5% of MSA2's free and reduced price eligible students met their target growth on the MAP reading assessment during the 2022-23 academic year. 70.2% of MSA2's SPED students met their target growth on the MAP reading assessment during the 2022-23 academic year. 65.4% of MSA2's Hispanic students met their target growth on the MAP reading assessment during the 2022-23 academic year.

SBAC ELA

42.73% of MSA2's students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. This was a growth of 6.85% from the prior school year. Further, this score was the highest score over the prior 5 school years in which there was SBAC ELA data available. Specifically, 21.66% of MSA2's SPED students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA. Moreover, 0% of MSA2's EL students received proficient or advanced scores on the Spring 2023 SBAC assessment in ELA.

The ELA portion of the Spring 2023 SBAC on the CA Dashboard received a color of yellow for all students and increased by 15.6 points from the prior school year in terms of their distance from the standard. The Hispanic student results for math on the same assessment year

received a color of yellow and increased by 17.4 points from the prior school year in terms of their distance from the standard. The socioeconomically disadvantaged student results for math on the same assessment year received a color of yellow and increased by 10.2 points from the prior school year in terms of their distance from the standard. The SPED student results for math on the same assessment year received a color of yellow and increased by 21.8 points from the prior school year in terms of their distance from the standard. The EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange and increased by 5.9 points in terms of their distance from the standard.

ELPI

During the 2022-23 school year, 22.89% of MSA2's EL students scored proficient on their ELPAC assessment. Further, MSA2 received a green color on the CA Dashboard for EL progress indicator (ELPI) with 60% of MSA2 EL students making progress toward their English proficiency during the 2022-23 school year, which was an increase in 5.1% from the prior year.

CAST

During the 2022-23 school year, 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This was an increase of 7.24% from the previous school year in which this assessment was administered, as well as the highest score for the school over the previous 3 school years of inclusion of the CAST.

College Readiness

During the 2022-23 school year, 97.9% of MSA2's graduating 12th graders met the UC/CSU graduation rate. Further, 100% of 12th grade students met the Magnolia Public Schools graduation requirements, with a college going rate of 90.6%. Moreover, MSA2's FAFSA completion rate for high school class of 2023 was 88%, and dual enrollment passing rate of 84%.

Similar Schools

MSA2 received a 10 out of 10 for similar school ranking on the California Charter School Association (CCSA) Snapshot for ELA and math performance on SBAC, which included data from the 2022-23 school year.

CA Distinguished Schools

On February 29, 2024, Magnolia Science Academy-2 was included among the California Department of Education's (CDE) 2024 Distinguished Schools. State Superintendent of Public Instruction Tony Thurmond announced recently that 293 middle schools and high schools throughout California were selected for the prestigious award that recognizes schools for closing the achievement gap and demonstrating exceptional student performance.

According to the CDE, schools are selected by data reported the previous school year through the CDE Dashboard, and must show academic achievement growth and excellence, while also cultivating a positive school climate. California Assessment of Student Performance and Progress (CAASPP) student data for 2022-23 showed that MSA -2 made significant strides toward closing the achievement

gap for underserved student populations, including English Language Learners, newcomers, and students on the federal Free and Reduced lunch program. The school demonstrated a 6.85% increase compared to the Los Angeles Unified School District (LAUSD) (-0.53%), and L.A. County office of Education (LACOE) (-0.02%).

In addition, Summative English Language Proficiency Assessments for California (Summative ELPAC) for 2022-23 showed that MPS students who are emerging multilingual learners achieve proficiency toward reclassification by consistently reaching a Level 4 (the highest level, meaning "Well Developed").

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CHALLENGES

All Students Proficient / Advanced Rates - NWEA MAP ELA and Math

Despite the success in meeting the growth targets in math and reading on the NWEA MAP assessment across many student populations described above, the overall proficiency and advanced percentile of all students in math at MSA2 is 21.18%. This rate is an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support. Further the overall proficiency and advanced percentile of all students in reading at MSA2 is 42.52%. This rate is also an area of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support.

All Students Proficient / Advanced Rates - SBAC Math

Despite the growth of 3.89% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in math and this score being the second to highest score over the prior 5 school years, one area of improvement relates to the 25.65% rate for all students receiving proficient or advanced scores on the SBAC math. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the SBAC math proficiency rate of students.

All Students Proficient / Advanced Rates - SBAC ELA

Despite the growth of 6.85% from the prior school year of MSA2's students receiving proficient or advanced scores on the Spring 2023 SBAC assessment in ELA and this score being the highest score over the prior 5 school years, one area of improvement relates to the 42.73% rate for all students receiving proficient or advanced scores on the SBAC ELA.

EL Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 0.0% of EL students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 5.26% of EL students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional

support to improve the math and reading proficiency rate of EL students. Despite the success related to MSA2's EL students increasing by 5.9 points in the math portion of the Spring 2023 SBAC in terms of their distance from the standard from the previous school year, an area of improvement is that EL student results for the math portion of the Spring 2023 SBAC on the CA Dashboard received a color of orange.

SPED Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 15.25% of SPED students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 18.64% of SPED students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of SPED students. An additional challenge is that the SPED student results for math on the Spring 2023 SBAC on the CA Dashboard received a color of red and decreased by 6.8 points in terms of their distance from the standard.

Hispanic Student Proficient / Advanced Rates - ELA and Math

Another area of need relates to the 19.87% of Hispanic students who are proficient or advanced in math as measured by the 2022-23 NWEA MAP assessment. Further, 41.25% of Hispanic students who are proficient or advanced in reading as measured by the 2022-23 NWEA MAP assessment. These rates also show areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the math and reading proficiency rate of Hispanic students.

Proficient / Advanced Rates - CAST

Despite the success of MSA2's 2022-23 CAST assessment in science increasing by 7.24% from the previous school year as well as being the highest score for the school over the previous 3 school years, an area of improvement is that 24% of MSA2 students met or exceeded the standards on the CAST assessment in science. This rate shows areas of need which MSA2 needs to continue to improve upon as a school with targeted interventions and additional support to improve the science proficiency rate of students.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | In order to engage parents as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, parents are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include parents include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Parents on MSA2's PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from parents.<br><br>The Charter School has an approved charter petition with measurable |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays other meetings. The school conducted a family experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our parent stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br><ul><li>Monthly Title I Staff meetings with ELA and math interventionists</li><li>Weekly Coffee with the Principal meetings</li><li>ELAC meetings</li><li>PTF meetings</li><li>Community Advisory Council (CAC) meetings</li><li>Title I meetings</li><li>Weekly Saturday School</li></ul><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom<br>Illuminate<br>Google Forms<br>Panorama Education - survey |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | Home visits |
| Students | In order to engage students as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from students through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, students are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include students include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Students on MSA2's Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for students and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from students.<br><br>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous student activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, Student SEL Committee meetings, and other meetings. The school |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | conducted a family experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our student stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the students for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide students with an opportunity to share their feedback with the school related to their education, as well as to share important information with students. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br><br>• Monthly Title I Staff meetings with ELA and math interventionists<br>• Weekly Coffee with the Principal meetings<br>• Community Advisory Council (CAC) meetings<br>• Title I meetings<br>• Weekly Saturday School<br><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom |
| Teachers | In order to engage teachers as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from teachers through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, teachers are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include teachers include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | Board of Directors meetings. Teachers on MSA2's Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from teachers.<br><br>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous teacher activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, SEL Committee meetings, and other meetings. The school conducted a staff experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our teacher stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the teachers for school improvement who attend home visits. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide teachers with an opportunity to share their feedback with the school related to their education, as well as to share important information with students. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with teacher journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br>• Weekly Full Staff PD meetings<br>• Monthly Grade Level meetings<br>• Monthly SPED meetings<br>• Monthly MTSS SEL Committee meetings<br>• Monthly PBIS Committee meetings<br>• Monthly Student Council meetings<br>• Monthly MTSS Academic Committee meetings<br>• Monthly Title I Staff meetings with ELA and math interventionists<br>• Weekly Coffee with the Principal meetings<br>• Monthly Department meetings<br>• Monthly Dual Enrollment / College Programs meetings<br>• ELAC meetings |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | <ul><li>PTF meetings</li><li>Community Advisory Council (CAC) meetings</li><li>Title I meetings</li><li>Weekly Saturday School</li></ul><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom |
| School administrators | In order to engage administrators as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on MSA2's PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such |

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| Educational Partner(s) | Process for Engagement |
|---|---|
|  | committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.<br><br>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our administrator stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br>• Weekly Full Staff PD meetings<br>• Monthly Grade Level meetings<br>• Monthly SPED meetings<br>• Weekly Admin meetings<br>• Monthly MTSS SEL Committee meetings<br>• Monthly PBIS Committee meetings<br>• Monthly Student Council meetings<br>• Monthly MTSS Academic Committee meetings<br>• Weekly Leadership meetings with central office<br>• Monthly Title I Staff meetings with ELA and math interventionists<br>• Monthly Office Staff meetings<br>• Weekly Coffee with the Principal meetings |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | <ul><li>Monthly Academic Administrator meetings with central office</li><li>Monthly Student Services Administrator meetings with central office</li><li>Monthly Principal meetings with central office</li><li>Monthly Department meetings</li><li>Monthly Dual Enrollment / College Programs meetings</li><li>ELAC meetings</li><li>PTF meetings</li><li>Community Advisory Council (CAC) meetings</li><li>Title I meetings</li><li>Weekly Saturday School</li></ul> In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom<br>Illuminate<br>Google Forms<br>Panorama Education - survey<br>Home visits |
| Other school personnel | In order to engage other personnel as educational partners, MSA2 takes the following steps and includes the following systems/structures:<br><br>In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from other personnel through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, other |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | school personnel are invited to be involved in the process of school review and improvement including the development of our annual LCAP.<br><br>Information/input sessions which include other school personnel include Community Advisory Council (CAC) meetings, Coffee with the Principal meetings, Board of Directors meetings. Other school personnel on MSA2's Community Advisory Council (CAC) for LCAP planning. Such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC provides valuable input for the new LCAP. In addition, the Charter School conducts surveys for other school personnel and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from other school personnel.<br><br>The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.<br><br>The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly CAC meetings, numerous teacher activities/events including weekly Coffee with the Principal meetings on Fridays, Student Council meetings, SEL Committee meetings, and other meetings. The school conducted a staff experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.<br><br>A majority of our other school personnel stakeholders participated in this survey. The Charter School staff make home visits to 25% of students' homes each year and seek feedback from the other school personnel for school improvement who attend home visits. During the return from distance learning to in-person learning which took place |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.<br><br>In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide other school personnel with an opportunity to share their feedback with the school related to their education, as well as to share important information with other school personnel. We also continued to hold CAC meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with teacher journalist work.<br><br>MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:<br><br>• Weekly Full Staff PD meetings<br>• Monthly Grade Level meetings<br>• Monthly SPED meetings<br>• Monthly MTSS SEL Committee meetings<br>• Monthly PBIS Committee meetings |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | - Monthly Student Council meetings<br>- Monthly MTSS Academic Committee meetings<br>- Monthly Title I Staff meetings with ELA and math interventionists<br>- Weekly Coffee with the Principal meetings<br>- Monthly Department meetings<br>- Monthly Dual Enrollment / College Programs meetings<br>- ELAC meetings<br>- Community Advisory Council (CAC) meetings<br>- Title I meetings<br>- Weekly Saturday School<br><br>In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:<br><br>ParentSquare<br>Monthly newsletter<br>School website<br>Email<br>Phone calls / voice message<br>Social media<br>Google Classroom |
| SELPA | MPS Home office staff and MSA2 school administrators attend meetings led by SELPA as well as trainings.  Further, SELPA is required to review and provide feedback to various submissions related to SPED students and more.  As such, SELPA feedback is required to be incorporated into all official plans and submissions, where applicable, prior to finalizing and publishing public reports and official accountability documents related to MSA2 each year. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In order to promote learning and provide a more positive learning experience for our students, MSA-2 has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be

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involved in the process of school review and improvement including the development of our annual LCAP.

Information/input sessions include Parent Task Force (PTF) meetings, Community Advisory Council (CAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on MSA2′s PTF and ELAC also serve as our Community Advisory Council (CAC) for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our CAC and ELAC provide valuable input for the new LCAP. In addition, the Charter School conducts surveys for parents, students, and staff, and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders.

The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress and a WASC action plan for continuous school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.

The Charter School has held its periodical meetings this year to gather input from our stakeholders. These include monthly PTF meetings, monthly CAC meetings, quarterly ELAC meetings, numerous parent activities/events including weekly Coffee with the Principal meetings on Fridays, weekly staff meetings, and other stakeholder meetings. The school conducted a family, staff, and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

A majority of our stakeholders participated in this survey. The Charter School staff make home visits to 25% of students′ homes each year and seek feedback from the parents for school improvement. During the return from distance learning to in-person learning which took place from August 2021 through June 2022, MSA2 took numerous steps to maintain and support the engagement and reintegration of students and all educational partners. In particular, MSA2 added numerous full-time staff positions to the school, including hiring: 1 additional SPED teacher / Education Specialist; 2 additional SPED paraprofessionals; 1 additional security staff; 1 additional custodian; 2 additional discipline administrative assistants / discipline coordinators; 1 full time substitute teacher; and 1 additional academic administrative assistant. These support resources were provided to the school as the students returned to in-person instruction as a manner to increase student engagement in learning, reduce learning loss, support school safety, and facilitate the administration of intervention programs, as these staff members provided ongoing support to students and families. These positions have stayed with MSA2 each of the past 3 years during this LCAP cycle.

In addition, we continued to hold weekly Coffee with the Principal meetings on Fridays to provide parents with an opportunity to share their feedback with the school related to their children, as well as to share important information with families. We also continued to hold ELAC, CAC, and PTF meetings during this school year where priorities are discussed and voted upon for approval and support by members from various stakeholder groups. In addition, we created and distributed a monthly newsletter which held important information and also provided the community with student journalist work.

MSA2 incorporates numerous manners to solicit feedback from our various stakeholder groups, including parents/guardians, staff, and students, in order to seek input related to the setting of priorities, including the allocation of funding to achieve these desired outcomes. Amongst these means are the below:

- Weekly Full Staff PD meetings

- Monthly Grade Level meetings
- Monthly SPED meetings
- Weekly Admin meetings
- Monthly MTSS SEL Committee meetings
- Monthly PBIS Committee meetings
- Monthly Student Council meetings
- Monthly MTSS Academic Committee meetings
- Weekly Leadership meetings with central office
- Monthly Title I Staff meetings with ELA and math interventionists
- Monthly Office Staff meetings
- Weekly Coffee with the Principal meetings
- Monthly Academic Administrator meetings with central office
- Monthly Student Services Administrator meetings with central office
- Monthly Principal meetings with central office
- Monthly Department meetings
- Monthly Dual Enrollment / College Programs meetings
- ELAC meetings
- PTF meetings
- Community Advisory Council (CAC) meetings
- Title I meetings
- Weekly Saturday School

In addition, MSA2 utilizes the following tools to disseminate information to stakeholders:

ParentSquare
Monthly newsletter
School website
Email
Phone calls / voice message
Social media
Google Classroom
Illuminate
Google Forms
Panorama Education - survey
Home visits


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SUGGESTIONS:

Below are the suggestions for improvement that emerged from each survey type (student, family, staff) based on the provided responses:

Student Suggestions:

Improved Food Quality
Dress Code Flexibility
Enhanced Facilities and Resources
More Engaging and Effective Teaching

Family Suggestions:

More Student Activities/Engagement Opportunities
Better Student Supervision
Enforce Consequences for Uniform Violations
Address Bullying Incidents and Promote Kindness
Reduce Reliance on Substitute Teachers
Improve Main Office Communication and Cell Phone Usage Policies

Staff Suggestions:

Improve Facilities and Resources
Enhance School Culture and Cultural Awareness
Ensure Equity and Consistency in Rule Adherence
Enhance School-Wide Communication
Provide Targeted Support for English Learners
Reduce Class Sizes
Manage Cell Phone Use for Better Learning Environments
Revise Behavior Intervention Systems
Offer Professional Development and Diversity Training

Patterns and Areas Needing Attention:

A common theme across all survey types is the desire for a more engaging and supportive learning environment.
Facilities improvement, cultural awareness, equity, and effective communication are recurring themes across family and staff suggestions.
Student suggestions primarily focus on food quality, dress code flexibility, facilities, and teaching methods.
Areas needing close attention include addressing bullying, improving main office communication, reducing substitute teacher reliance, and enhancing behavior intervention systems.
Gaps may exist in the areas of student supervision during lunch, enforcement of uniform policies, and technology usage policies.
Overall, addressing these suggestions and areas of improvement would require a comprehensive approach that involves collaboration

among students, families, staff, and school leadership to create a positive and effective learning environment for everyone.

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NEXT STEPS:

While school culture, facilities, and communication were consistently emphasized across various responses, we will have an action plan to address the mentioned concerns:

Develop a designated assembly area for events like PBIS events and grade-level recognitions.
Collaborate closely with the student council to organize diverse events during and after school hours.
Enhance the PBIS reward system and RAD shop offerings by incorporating items that align with student interests, gathered through direct feedback.
Expand uniform options with varying materials and styles to provide students with more choices.
Partner with a vendor to offer branded merchandise such as Mustang hats, sweaters, and backpacks for purchase.
Enhance shading in the lunch area to create a more inviting and comfortable space for meals and breaks.
Introduce programs, workshops, and assemblies focusing on crucial topics like bullying prevention, cultural awareness, and drug prevention.
Establish a dedicated space serving as a staff and community hub.
Evaluate and refine communication protocols to ensure clear and accessible communication between the school and families.
Revise the bell schedule and supervision plans to enhance support and supervision during nutrition and lunch periods.
Incorporate more team-building activities to foster a stronger sense of community and collaboration.
Restructure professional development opportunities to assist teachers in improving classroom management and creating engaging and culturally relevant lessons.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

| |
|---|
| Priority 1: Basic (Conditions of Learning) <br> Priority 2: State Standards (Conditions of Learning) |

An explanation of why the LEA has developed this goal.

| |
|---|
| Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment. |

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 72.5% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 78% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 93.4% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $29,750.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $484,606.88 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $22,909 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $2,320,739.51 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $34,000.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $1,286,316.25 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 78% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 55% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 42.73%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 39.81%</li></ul> | | | 2025-26: <ul><li>All Students: >= 40.00%</li><li>English Learners: >= 5.00%</li><li>Socioeconomically</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 21.66%<br>• Asian: *<br>• Hispanic: 40.98%<br>• White: 50.0% | | | Disadvantaged: >= 38.00%<br>• Students with Disabilities: >= 20.00%<br>• Hispanic: >= 39.00%<br>• White: >= 45.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 19.3 points below standard<br>• English Learners: 83.5 points below standard<br>• Socioeconomically Disadvantaged: 26.4 points below standard<br>• Students with Disabilities: 65.5 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 10.0 points below standard<br>• English Learners: 70.0 points below standard<br>• Socioeconomically Disadvantaged: 17.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 21.9 points below standard | | | • Students with Disabilities: 56.0 points below standard<br>• Hispanic: 12.0 points below standard<br>• White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 46.9%<br>• English Learners: 40.0%<br>• Socioeconomically Disadvantaged: 48.1%<br>• Students with Disabilities: 41.9%<br>• Hispanic: 47.3%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: -0.40 (CGP: 34th percentile)<br>• English Learners: CGI: 0.60 (CGP: 73rd percentile)<br>• Socioeconomically Disadvantaged: CGI: -0.25 (CGP: 40th percentile)<br>• Students with Disabilities: CGI: -0.30 (CGP: 38th percentile)<br>• Hispanic: CGI: -0.38 (CGP: 35th percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 25.66%<br>• English Learners: 2.44%<br>• Socioeconomically Disadvantaged: 22.73%<br>• Students with Disabilities: 13.33%<br>• Asian: *<br>• Hispanic: 25.0%<br>• White: 25.0% | | | 2025-26:<br>• All Students: >= 28.00%<br>• English Learners: >= 7.00%<br>• Socioeconomically Disadvantaged: >= 27.00%<br>• Students with Disabilities: >= 15.00%<br>• Hispanic: >= 28.00%<br>• White: >= 28.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as | 2022-23: (2023 Dashboard)<br>• All Students: 62.9 points | | | 2025-26: (2026 Dashboard)<br>• All Students: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | measured by the CA School Dashboard (Source: CA School Dashboard) | below standard<br>• English Learners: 115.3 points below standard<br>• Socioeconomically Disadvantaged: 70.9 points below standard<br>• Students with Disabilities: 114.7 points below standard<br>• Asian: *<br>• Hispanic: 66.9 points below standard<br>• White: 51.2 points below standard | | | 53.0 points below standard<br>• English Learners: 100.0 points below standard<br>• Socioeconomically Disadvantaged: 61.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Hispanic: 57.0 points below standard<br>• White: 42.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 48.8%<br>• English Learners: 48.5%<br>• Socioeconomically Disadvantaged: 49.6%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 49.9%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.51 (CGP: 69th percentile)<br>• English Learners: CGI: 0.67 (CGP: 75th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.51 | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (CGP: 69th percentile) <br> • Students with Disabilities: CGI: 0.10 (CGP: 54th percentile) <br> • Hispanic: CGI: 0.53 (CGP: 70th percentile) <br> • White: * | | | percentile) <br> • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) <br> • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) <br> • Hispanic: CGI >= 0 (CGP >= 50th percentile) <br> • White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance | 2022-23: (2023 Dashboard) 60.0% | | | 2025-26: (2026 Dashboard) >= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | | | | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 25.3% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 24.00%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 20.77%<br>• Students with Disabilities: 7.41%<br>• Hispanic: 20.61% | | | 2025-26:<br>• All Students: >= 25.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically Disadvantaged: >= 22.00%<br>• Students with Disabilities: >= 10.00%<br>• Hispanic: >= 22.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $1,951,053.76 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional development - other expenses: Resource: Title II; Amount: $25,500<br>• Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: $4,500 | $114,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I; Amount: $14,500<br>• Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $6,180<br>• Educational Software: Resource: Title I; Amount: $45,444<br>• Intervention Teacher & Cert. Admin salary and benefits: Resource: Title I; Amount: $108,395.47 | $963,741.31 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I; Amount: $1,000 | $1,000.00 | Yes |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide | $1,112,802.43 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 14% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 81.6% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 74.47% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 51.06% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 84.6% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 17.0% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 59.2% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 91.8% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 2.1% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 55.3% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 47.7% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 82% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 51.2% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

| Not Applicable. |
|---|

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: Educational Software: 3010 Title I: $500 | $155,196.82 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title I; Amount: $2,000<br>• Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $2,490 | $4,490.00 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their | $116,828.92 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. | $238,321.70 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $615,391.13 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 8 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 4 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 45 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 4.4% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.3% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 21.3% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 95.9% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 100.0% Families: 100.0% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 57.0% Families: 90.0% Staff: 69.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 65% Families: 95% Staff: 72% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 86.46% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses, technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $373,958.20 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services: Resource: Title I; Amount: $17,500<br>• Teacher Salary and Benefits: Resource: Title I; Amount: $12,105 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as | $897,212.38 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.

The following expenditures will be funded by federal Title funds:
- Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: $2,866 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Instructional Materials and Supplies: Resource: Title I; Amount: $3,738<br>• Salary and benefits: Resource: Title I, Part A; Amount: $44,954 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services - 3010 Title I: $2,200 | $2,200.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. | $365,542.89 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$2,270,993 | $162,442 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 27.593% | 11.916% | $581,958.47 | 39.509% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

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| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | - Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

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| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

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| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring (Source: NWEA MAP)<br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br><br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br><br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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|  | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>  LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

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|  |  |  | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:** Digital literacy and citizenship programs<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br><br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br><br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>　LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | 　CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul><br>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br><br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br> LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br><br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| **4.4** | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.5 | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br><br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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|  |  |  | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-2 will utilize the concentration grant add-on funds ($162,442) in the following manner:

MSA-2 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $8,230,431 | $2,270,993 | 27.593% | 11.916% | 39.509% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $8,304,657.25 | $2,144,425.62 | $146,790.00 | $472,054.31 | $11,067,927.18 | $6,031,216.84 | $5,036,710.34 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $29,750.00 | $29,750.00 | | | | $29,750.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $130,291.99 | $354,314.89 | $437,099.88 | $24,598.00 | | $22,909.00 | $484,606.88 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $192,730.15 | $2,128,009.36 | $2,320,739.51 | | | | $2,320,739.51 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $34,000.00 | $34,000.00 | | | | $34,000.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $1,286,316.25 | $1,275,846.25 | $10,470.00 | | | $1,286,316.25 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,798,053.76 | $153,000.00 | $1,864,839.52 | $86,214.24 | | | $1,951,053.76 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $114,500.00 | $13,500.00 | $71,000.00 | | $30,000.00 | $114,500.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $844,509.59 | $119,231.72 | $600,409.84 | $188,812.00 | | $174,519.47 | $963,741.31 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $1,000.00 | | | | $1,000.00 | $1,000.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $1,002,922.48 | $109,879.95 | $107,538.46 | $943,305.22 | | $61,958.75 | $1,112,802.43 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $144,696.82 | $10,500.00 | $64,212.13 | $90,484.69 | | $500.00 | $155,196.82 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $4,490.00 | | | | $4,490.00 | $4,490.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $116,828.92 | $0.00 | $116,828.92 | | | | $116,828.92 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $117,531.70 | $120,790.00 | $121,531.70 | | $116,790.00 | | $238,321.70 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $208,757.41 | $406,633.72 | $253,639.83 | $331,751.30 | $30,000.00 | | $615,391.13 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $337,838.20 | $36,120.00 | $332,248.20 | $12,105.00 | | $29,605.00 | $373,958.20 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $864,870.38 | $32,342.00 | $682,198.01 | $163,455.77 | | $51,558.60 | $897,212.38 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,200.00 | | | | $2,200.00 | $2,200.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $272,185.44 | $93,357.45 | $50,000.00 | $222,229.40 | | $93,313.49 | $365,542.89 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $8,230,431 | $2,270,993 | 27.593% | 11.916% | 39.509% | $2,268,843.63 | 0.000% | 27.567 % | **Total:** | $2,268,843.63 |
| | | | | | | | | **LEA-wide Total:** | $2,268,843.63 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $34,000.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $13,500.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $600,409.84 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $64,212.13 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $116,828.92 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $121,531.70 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $253,639.83 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $332,248.20 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $682,198.01 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $50,000.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $10,626,292.00 | $10,484,598.14 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $29,750 | $29,750 |
| 1 | 1.2 | Instructional materials and technology | No | $528,190 | $528,190 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $2,243,244 | $2,243,243 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $39,000.00 | $39,000.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $1,376,394 | $1,376,394 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,927,089 | $1,900,384.07 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $114,500 | $114,500.00 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $927,962 | $877,363.53 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $1,000.00 | $1,000.00 |
| 2 | 2.5 | Support for students with disabilities | No | $1,040,068 | $980,067.51 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $155,826 | $155,826.44 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $4,491.00 | $4,491.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $128,147 | $121,643.33 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $229,755 | $227,556.65 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $586,285 | $583,311.35 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $385,241 | $376,240.73 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $635,239 | $635,239.48 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,200 | $2,200.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $271,911 | $288,197.05 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,050,302 | $1,369,172.78 | $1,468,343.53 | ($99,170.75) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $39,000.00 | $39,000 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $13,500.00 | $13,500 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $200,439.48 | $310,227.71 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $98,581.79 | $10,000 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.00 | $1.00 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $121,654.04 | $32,000 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $208,414.81 | $105,000 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $391,415.23 | $334,530.73 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $243,966.43 | $510,816.52 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,200.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $50,000.00 | $113,267.57 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,883,809 | $2,050,302 | 0.00% | 41.982% | $1,468,343.53 | 0.000% | 30.066% | $581,958.47 | 11.916% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations,* Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

    o  This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

    - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-3

CDS Code: 19-10199-0115030

School Year: 2024-25

LEA contact information:

Zekeriya Ocel

Principal

zocel@magnoliapublicschools.org

(310) 637-3806

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year



**Projected Revenue by Fund Source**

Total LCFF funds $5,345,869 76 %

All other state funds, $1,410,983 , 20%

All federal funds, $281,591 , 4%

All local funds, $33,068 , 0%

LCFF supplemental & concentration grants, $1,032,197 , 15%

All Other LCFF funds, $4,313,672 , 61%

This chart shows the total general purpose revenue Magnolia Science Academy-3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-3 is $7,071,511, of which $5,345,869 is Local Control Funding Formula (LCFF), $1,410,983 is other state funds, $33,068 is local funds, and $281,591 is federal funds.  Of the $5,345,869 in LCFF Funds, $1,032,197 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $6,988,202 | Total Budgeted Expenditures in the LCAP $6,988,202 |

*This chart provides a quick summary of how much Magnolia Science Academy-3 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Magnolia Science Academy-3 plans to spend $6,988,201.58 for the 2024-25 school year. Of that amount, $6,988,201.58 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-3 is projecting it will receive $1,032,197 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-3 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-3 plans to spend $1,546,695.37 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,562,353

☐ Actual Expenditures for High Needs Students in LCAP — $1,287,489

$ 0    $ 500,000    $ 1,000,000    $ 1,500,000    $ 2,000,000

This chart compares what Magnolia Science Academy-3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-3's LCAP budgeted $1,562,353.28 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-3 actually spent $1,287,489.44 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-274,863.8,400,000,001 had the following impact on Magnolia Science Academy-3's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 3 used state, federal, and local funds including, but not limited  to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-3 | Zekeriya Ocel<br>Principal | zocel@magnoliapublicschools.org<br>(310) 637-3806 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 3 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 83.0% | 2021-22: (Spring 2021 to Fall 2021) 82% | 2022-23: (Fall 2021 to Fall 2022) 68%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 74% | 2023-24: (Fall 2022 to Fall 2023) 85.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.5% | 2021-22: (As of 5/12/22) 95.8% | 2022-23: (As of 5/12/23) 93.8% | 2023-24: (As of 12/15/23) 93.7% | 2023-24: 96.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-3's teacher retention rate has improved by approximately 6% from the previous year (2022-2023). However, it remains significantly lower than the rates in the 2021-2022 and 2020-2021 school years. One of our main challenges is finding qualified teachers. Consequently, we have increasingly relied on teachers with permits or waivers. These teachers require additional training and support to prevent burnout, which, in turn, demands more administrative time for coaching and support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $25,970
Actual: $25,970

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $527,813
Actual: $529,283
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $589,897
Actual: $601,367
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $18,020
Actual: $18,020
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $934,229
Actual: $934,229
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Misassignments and Teacher Vacancies: Despite having no misassignments or vacant teacher positions in the first three years, the 2023-24 year saw 3 instances. This deviation indicates a need for further attention in ensuring fully credentialed teachers are available.

Access to Instructional Materials: This goal was consistently met with 0% of students without access to instructional materials throughout all years, including the target for 2023-24.

Facilities Maintenance: The goal of maintaining facilities to meet the "good repair" standard was successfully achieved with no instances reported across all years.

Teacher Retention Rate: There was a noticeable decline in teacher retention from 83% in 2020-21 to 68% in 2022-23, with a slight improvement to 74% in 2023-24, still below the target of 85%. This suggests challenges in retaining qualified teachers.

Teacher Attendance Rate: The attendance rate declined from 98.5% in 2020-21 to 93.7% in 2023-24, not meeting the target of 96%.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

MSA-3 will address the misassignments and teacher vacancies by enhancing recruitment strategies.

MSA-3 will Implement measures to improve teacher retention and attendance, possibly through additional support and professional development to reduce burnout.

MSA-3 will continue the success in providing students with access to instructional materials and maintaining facilities in good repair.

The analysis reveals that while Magnolia Science Academy-3 met several targets related to providing high-quality learning environments, there are areas, particularly in teacher retention and attendance, that require focused efforts to improve. The consistent achievement in providing instructional materials and maintaining facilities demonstrates strong foundational support for academic success. The deviations in misassignments and vacancies in the latest year call for strategic adjustments to ensure all educational staff meet the required credentials

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 85% | 2021-22: (As of 5/13/22) 90% | 2022-23: (As of 5/12/23) 80% | 2023-24: (As of 5/24/24) 85% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 79% | 2021-22: (As of 5/13/22) 41% | 2022-23: (As of 5/12/23) 83% | 2023-24: (As of 5/24/24) 69% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 74% | 2021-22: (First semester) 85% | 2022-23: (First semester) 82% | 2023-24: (First semester) 79% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 67.3 | 2021-22: (As of 5/13/22) 61.6 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 70.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 35.67%<br>• English Learners: 5.88%<br>• Socioeconomically Disadvantaged: 39.75%<br>• Students with Disabilities: ?%<br>• African American: 31.65%<br>• Hispanic: 39.74% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 33.18%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 33.13%<br>• Students with Disabilities: 5.88%<br>• African American: 25.3%<br>• Hispanic: 37.29%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2022-23:<br>• All Students: 32.66%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 33.08%<br>• Students with Disabilities: 17.39%<br>• African American: 29.49%<br>• Asian: *<br>• Hispanic: 32.74%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 38.34% | 2022-23:<br>• All Students: 39.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 42.00%<br>• Students with Disabilities: 12.00%<br>• African American: 37.0%<br>• Hispanic: 42.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 38.55%</li><li>English Learners: 0.00%</li><li>Students with Disabilities: 13.33%</li><li>Hispanic: 44.00%</li><li>White: 66.67%</li></ul> IAB ELA Level 3 and 4 Projection (5/13/22): <ul><li>All Students: 39.50%</li></ul> | students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments. <br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul><li>All Students: 40.31%</li><li>English Learners: 0.00%</li><li>Students with Disabilities: 20.83%</li><li>Hispanic: 39.64%</li><li>White: 0.00%</li></ul> IAB ELA Level 3 and 4 Projection (5/12/23): <ul><li>All Students: 39.92%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) <ul><li>All Students: 40.6 points below standard</li><li>English Learners:</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard) <ul><li>All Students: 43.5 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard) <ul><li>All Students: 40.2 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard) <ul><li>All Students: 34.0 points below standard</li><li>English Learners:</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 87.6 points below standard<br>• Socioeconomically Disadvantaged: 37.4 points below standard<br>• Students with Disabilities: 139.3 points below standard<br>• Homeless: 31.9 points below standard<br>• African American: 47.6 points below standard<br>• Hispanic: 34.1 points below standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 60.1%<br>• English Learners: 76.9%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 65.0%<br>• White: N/A | 95.7 points below standard<br>• Socioeconomically Disadvantaged: 47.5 points below standard<br>• Students with Disabilities: 128.1 points below standard<br>• African American: 70.0 points above standard<br>• Hispanic: 32.4 points below standard | 117.8 points below standard<br>• Socioeconomically Disadvantaged: 41.8 points below standard<br>• Students with Disabilities: 119.4 points below standard<br>• African American: 37.9 points below standard<br>• Hispanic: 47.6 points below standard<br>• White: * | 76.0 points below standard<br>• Socioeconomically Disadvantaged: 30.0 points below standard<br>• Students with Disabilities: 100.0 points below standard<br>• Homeless: 24.0 points below standard<br>• African American: 40.0 points below standard<br>• Hispanic: 27.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 50.2%<br>• English Learners: 60.0% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 60.1% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 58.5% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 61.3% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 49.1%<br>• Students with Disabilities: 59.4%<br>• African American: 50.0%<br>• Hispanic: 50.9% | • English Learners: 76.9%<br>• Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 50.0%<br>• African American: 51.4%<br>• Hispanic: 65.0% | • English Learners: 60.00%<br>• Socioeconomically Disadvantaged: 56.2%<br>• Students with Disabilities: 60.00%<br>• African American: 62.3%<br>• Hispanic: 56.1% | • English Learners: 69.2%<br>• Socioeconomically Disadvantaged: 66.2%<br>• Students with Disabilities: 48.8%<br>• Hispanic: 65.0%<br>• African American: 53.8% | • Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 60.0%<br>• African American: 60.0%<br>• Hispanic: 60.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 17.37%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 18.89%<br>• Students with Disabilities: 0.00%<br>• African American: 12.03%<br>• Hispanic: 21.16% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 | 2021-22:<br>• All Students: 18.44%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 18.56%<br>• Students with Disabilities: 11.11%<br>• African American: 12.64%<br>• Hispanic: 21.85% | 2022-23:<br>• All Students: 8.50%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 10.45%<br>• Students with Disabilities: 0.00%<br>• African American: 6.41%<br>• Hispanic: 9.64%<br>• White: * | 2022-23:<br>• All Students: 25.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 25.00%<br>• Students with Disabilities: 15.00%<br>• African American: 18.00%<br>• Hispanic: 25.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 15.00%<br>• English Learners: 0.00%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 17.70%<br>• White: 33.33%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 44.13% | We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 17.35%<br>• English Learners: 14.29%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 20.00%<br>• White: 0.00%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23): | IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 43.55% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | • All Students: 47.41% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 89.6 points below standard<br>• English Learners: 129.5 points below standard<br>• Socioeconomically Disadvantaged: 87.1 points below standard<br>• Students with Disabilities: 184.4 points below standard<br>• Homeless: 86.0 points below standard<br>• African American: 99.8 points below standard<br>• Hispanic: 81.0 points | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 60.7%<br>• English Learners: 50.0% | 2021-22: (2022 Dashboard)<br>• All Students: 86.9 points below standard<br>• English Learners: 103.9 points below standard<br>• Socioeconomically Disadvantaged: 88.1 points below standard<br>• Students with Disabilities: 133.1 points below standard<br>• African American: 112.2 points below standard<br>• Hispanic: 74.3 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 109.5 points below standard<br>• English Learners: 156.8 points below standard<br>• Socioeconomically Disadvantaged: 106.8 points below standard<br>• Students with Disabilities: 175.1 points below standard<br>• African American: 120.7 points below standard<br>• Hispanic: 104.2 points below standard<br>• White: * | 2022-23: (2023 Dashboard)<br>• All Students: 81.0 points below standard<br>• English Learners: 110.0 points below standard<br>• Socioeconomically Disadvantaged: 79.0 points below standard<br>• Students with Disabilities: 125.0 points below standard<br>• Homeless: 79.0 points below standard<br>• African American: 90.0 points below standard<br>• Hispanic: 73.0 points |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | below standard | <ul><li>Students with Disabilities: 65.0%</li><li>Hispanic: 64.4%</li><li>White: N/A</li></ul> | | | below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<ul><li>All Students: 49.5%</li><li>English Learners: 50.0%</li><li>Socioeconomically Disadvantaged: 48.0%</li><li>Students with Disabilities: 33.3%</li><li>African American: 43.8%</li><li>Hispanic: 53.3%</li></ul> | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 60.7%</li><li>English Learners: 50.0%</li><li>Socioeconomically Disadvantaged: 61.2%</li><li>Students with Disabilities: 65.0%</li><li>African American: 52.2%</li><li>Hispanic: 64.4%</li></ul> | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 63.1%</li><li>English Learners: 58.8%</li><li>Socioeconomically Disadvantaged: 63.4%</li><li>Students with Disabilities: 65.6%</li><li>African American: 62.5%</li><li>Hispanic: 63.1%</li></ul> | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 55.4%</li><li>English Learners: 64.3%</li><li>Socioeconomically Disadvantaged: 57.6%</li><li>Students with Disabilities: 58.5%</li><li>African American: 46.2%</li><li>Hispanic: 61.8%</li></ul> | 2023-24:<ul><li>All Students: 60.0%</li><li>English Learners: 60.0%</li><li>Socioeconomically Disadvantaged: 60.0%</li><li>Students with Disabilities: 60.0%</li><li>African American: 60.0%</li><li>Hispanic: 60.0%</li></ul> |
| Percentage of ELs who increased at least one English Learner Progress Indicator | 2018-19: (2019 Dashboard) 60.9% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative | 2021-22: (2022 Dashboard) 63.6% | 2022-23: (2023 Dashboard) 68.0% | 2022-23: (2023 Dashboard) 62.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 16.6%<br>• Level 3: 50%<br>• Level 3: 8%<br>• Level 1: 25% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 0% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2021 ELPAC Percentage of Students Level 4: 16.6% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 16.00% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 17.86% | 2023-24: 10.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 10.05%<br>• Socioeconomically Disadvantaged: 12.69% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 14.91%<br>• English Learners: 7.14%<br>• Socioeconomically | 2022-23:<br>• All Students: 8.08%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 8.82% | 2022-23:<br>• All Students: 16.00%<br>• Socioeconomically Disadvantaged: 16.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Students with Disabilities: 0.00% <br> • African American: 10.53% <br> • Hispanic: 8.25% | | Disadvantaged: 14.84% <br> • Students with Disabilities: 14.29% <br> • African American: 9.80% <br> • Hispanic: 17.82% | • Students with Disabilities: 0.00% <br> • Hispanic: 13.79% <br> • African American: 0.00 | • Students with Disabilities: 10.00% <br> • African American: 16.0% <br> • Hispanic: 16.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-3 effectively supported student groups in Math and ELA. We strategically assigned teachers to support all students, with a focus on those with IEPs and English Language Learners. Initial test results indicate promising improvements in both Math and ELA.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,826,594
Actual: $1,819,164
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $47,183
Actual: $47,183
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $701,622
Actual: $658,234
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $122,288
Actual: $122,288
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $815,927
Actual: $782,747
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of Specific Actions
Percentage of programs and services provided to students:

Analysis: The effectiveness of this action showed variability, with a drop in Year 2 but a recovery in Year 3. While there was an increase initially, the drop indicates some challenges in maintaining consistent program delivery, possibly due to changes in student needs or interest.

Percentage of students with access to programs and services for unduplicated students and individuals with exceptional needs:

Analysis: This action was highly effective, maintaining full access across the three years, indicating strong support and consistency for students with unique needs.

State standards implementation for all students:

Analysis: This action was effective in ensuring all students received instruction aligned with state standards, reflecting strong adherence to educational guidelines.

Completion of classroom observations by administration:
Analysis: The effectiveness was mixed, with significant improvement from Year 1 to Year 2 but a decline in Year 3. This indicates variability in administrative capacity or focus on classroom monitoring.

Percentage of students receiving a grade of "C" or better:
Analysis: This action was effective as the percentage consistently hovered around the desired outcome, showing stable academic performance.

Average Lexile Growth:
Analysis: The decline in Lexile growth led to retiring the metric in favor of a potentially more accurate measure, indicating the original action was less effective.

Percentage of students meeting or exceeding standard on CAASPP-ELA/Literacy:
Analysis: Initial improvements were noted, but overall performance showed variability, suggesting partial effectiveness with room for targeted interventions.

Distance from Standard on CAASPP-ELA/Literacy:
Analysis: Gradual improvements were noted, reflecting moderate effectiveness in closing the achievement gap.

Summary of Effectiveness
Overall, the actions taken under Goal #2 showed varying degrees of effectiveness. Programs and services for unduplicated students and adherence to state standards were consistently effective. However, classroom observations and Lexile growth exhibited fluctuations, indicating areas needing further support and refinement. Academic performance, as measured by grades and standardized tests, showed stability but highlighted the need for ongoing targeted interventions to achieve desired outcomes fully.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Recommendations for Improvement

Enhance administrative support for classroom observations to ensure consistent monitoring and feedback.
Develop new metrics for assessing literacy growth that more accurately reflect student progress.
Continue targeted academic support programs to maintain and improve student performance on standardized tests and grade achievements.
The analysis highlights the areas of success and the need for continued focus on refining and enhancing specific actions to achieve excellence in academic progress fully.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| **3** | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: 38.2% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 58% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 40.8% | 2022-23: (2023 Dashboard) 44.0% | 2022-23: (2023 Dashboard) 60.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 50.98% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 52.00%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 48.0%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 46.36% | 2022-23: 55.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 52.50%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students:60.83% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 44.68%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 49.12% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 25.49% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 19.61%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 12.00%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 56.82% | 2022-23: 35.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 26.67%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 72.54% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 34.04%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 68.67% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 35.7% | 2020-21: 37.5% | 2021-22: 25.00% | 2022-23: 11.4% | 2022-23: 50.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 10.9% | 2020-21: data not available | 2021-22: 20.8% | 2022-23: 4.1% | 2022-23: 40.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 15.6% | 2021-22: (As of 5/13/22) 28% | 2021-22: (2022 Dashboard) 26.5%<br><br>2022-23: (As of 5/12/23) 14.3% | 2022-23: (As of 5/20/24) 34.0% | 2022-23: (2023 Dashboard) 30.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 96.2% | 2020-21: 93.2%<br><br>2021-22: (As of 5/13/22) 98% | 2021-22: (CDE DataQuest) 95.8%<br><br>2022-23: (As of 5/12/23) 97.9% | 2022-23 (CDE DataQuest): 95.7% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 13.6% | 2021-22: (As of 5/13/22) 4% | 2021-22: (CDE DataQuest) 4.2%<br><br>2022-23: (As of 5/12/23) 2.1% | 2022-23 (CDE DataQuest): 4.3% | 2022-23 (CDE DataQuest): 20.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 27.3% | 2021-22: (As of 5/13/22) 36% | 2021-22: (CDE DataQuest) 37.5%<br><br>2022-23: (As of 5/12/23) 38.3% | 2022-23 (CDE DataQuest): 38.3% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 59.1% | 2021-22: (As of 5/13/22) 52% | 2022-23: (As of 5/12/23) 40.4% | 2023-24: (As of 5/20/24) 27.3% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 95.0% | 2021-22: (As of 5/13/22) 96% | 2022-23: (As of 5/12/23) 83.0% | 2023-24: (As of 5/20/24) 68.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 68.0% | 2021-22: (As of 5/13/22) 78% | 2022-23: (As of 5/12/23) 57.0% | 2023-24: (As of 5/20/24) 55.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 62.8% | Class of 2019 data is not available. | Class of 2019: 76.1%<br><br>Class of 2020: 54.7% | Class of 2021: 77.3% | Class of 2021: 75.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 6% | 2021-22: (As of 5/13/22) 4% | 2022-23: (As of 5/12/23) 10% | 2023-24: (As of 5/20/24) 9% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 96% | 2022-23: (As of 5/12/23) 98% | 2023-24: (As of 5/20/24) 94% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 70% | 2021-22: (As of 5/13/22) 72% | 2022-23: (As of 5/12/23) 90% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have transitioned from AP classes to dual enrollment courses to alleviate testing stress on students. Historically, our students found AP tests challenging and stressful. Dual enrollment offers more opportunities by eliminating testing anxiety. As of the 2022-2023 school year, we offered 15 dual enrollment courses. However, since AP courses are still required for LCAP purposes, we plan to adopt AP Spanish for our students in the 2024-2025 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $138,666
Actual: $138,666

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $103,712
Actual: $103,712
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $149,402
Actual: $157,402
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $473,530
Actual: $473,530
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of Specific Actions

Percentage of students earning "Prepared" on the College Career Indicator (CCI):
Analysis: There was notable progress in Year 1, followed by a drop in Year 2. Year 3 showed a slight improvement but still fell short of the desired outcome. This indicates partial effectiveness, with initial actions yielding better results than later years.

Percentage of Grade 11 students meeting or exceeding standard on CAASPP-ELA/Literacy:

Analysis: The effectiveness of this action was mixed. There was a slight increase in Year 1 but a decline in subsequent years, indicating challenges in sustaining progress.

Percentage of Grade 11 students meeting or exceeding standard on CAASPP-Mathematics:
Analysis: The action showed a significant improvement in Year 3, surpassing the desired outcome. Initial years showed a decline, but the sharp increase in Year 3 suggests effective adjustments in instructional strategies.

Percentage of AP exam takers scoring 3 or higher:
Analysis: There was a decline over the three years, indicating the action was ineffective. The shift to dual enrollment courses might have impacted AP performance negatively.

Percentage of seniors passing an AP exam with a score of 3 or higher during high school:
Analysis: The effectiveness was mixed, with a significant increase in Year 2 but a drop in Year 3. The transition to dual enrollment might have contributed to the inconsistent results.

Percentage of seniors completing college coursework with a grade of C- or better:
Analysis: This action showed some initial effectiveness but faced challenges in maintaining the upward trend, indicating partial success.

Percentage of cohort graduates meeting UC/CSU requirements:
Analysis: The action was effective, consistently meeting or exceeding the desired outcome, reflecting strong college readiness support.

Percentage of cohort graduates earning a Seal of Biliteracy:
Analysis: The effectiveness was low, with a significant decline from the baseline, indicating the need for enhanced language support programs.

Percentage of cohort graduates earning a Golden State Seal Merit Diploma:
Analysis: The action was effective, consistently surpassing the desired outcome, indicating strong performance in multiple academic areas.

Summary of Effectiveness
Overall, the actions taken under Goal #3 showed varying degrees of effectiveness. Notable successes were seen in the percentage of graduates meeting UC/CSU requirements and earning the Golden State Seal Merit Diploma, indicating strong academic preparation. However, challenges were evident in maintaining consistent improvements in AP performance and completion of college coursework.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Recommendations for Improvement

Enhance support for AP and dual enrollment courses to balance performance across both metrics.
Increase focus on language programs to improve Seal of Biliteracy attainment.
Continue successful strategies for UC/CSU requirement fulfillment and Golden State Seal Merit Diploma achievements.
The analysis highlights the strengths and areas needing further refinement in the innovative educational approaches at Magnolia Science Academy-3.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 4 | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 3 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 3 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 2 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 7 | 2021-22: (As of 5/13/22) 6 | 2022-23: (As of 5/12/23) 8 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 5 | 2021-22: (As of 5/13/22) 6 | 2022-23: (As of 5/12/23) 15 | 2023-24: (As of 5/20/24) 22 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 10.9% | 2021-22: (As of 5/13/22) 14.7% | 2022-23: (As of 5/12/23) 12.9% | 2023-24: (As of 5/20/24) 13.6% | 2023-24: 20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 97.32% | 2021-22: (P-2 ADA) 87.74% | 2022-23: (P-2 ADA) 90.48% | 2023-24: (P-2 ADA) 91.95% | 2023-24: 97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 6.4% | 2021-22: (As of 5/13/22) 38.9% | 2021-22: (2022 Dashboard) 34.7%<br><br>2022-23: (As of 5/12/23) 35.9% | 2022-23: (2023 Dashboard) 33.9%<br><br>2023-24: (As of 5/31/24) 25.3% | 2022-23: (2023 Dashboard) 5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) 0.0% | 2021-22: (As of 5/13/22) 0% | 2022-23: (As of 5/12/23) 0.00% | 2023-24: (As of 6/3/24) 2.5% | 2023-24: 0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20: 3.6% | 2020-21: 2.2% | 2021-22: (CDE DataQuest) 0.00%<br><br>2022-23: | 2022-23: (CDE DataQuest) 2.0% | 2022-23: (CDE DataQuest) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.00% | 2023-24: (As of 6/3/24) 6.3% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 96.4% | 2020-21: (2021 Dashboard) 95.7% | 2021-22: (2022 Dashboard) 100.0%<br><br>2022-23: (As of 5/12/23) 95.9% | 2022-23: (2023 Dashboard) 94.0% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 1.2% | 2021-22: (2022 Dashboard) 1.9%<br><br>2022-23: (As of 5/12/23) 6.5% | 2022-23: (2023 Dashboard) 6.8%<br><br>2023-24: (As of 5/31/24) 2.2% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.23% | 2021-22: (CDE DataQuest) 0.23%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 83.1% Families: 87.1% Staff: 100.0% | 2021-22: Students: 84.9% Families: 37.3% Staff: 97.5% | 2022-23: Students: 98.1% Families: 78.7% Staff: 100.0% | 2023-24: Students: 98.4% Families: 70.5% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21:<br>Students: 67%<br>Families: 95%<br>Staff: 85% | 2021-22:<br>Students: 64%<br>Families: 96%<br>Staff: 80% | 2022-23:<br>Students: 61.0%<br>Families: 97.0%<br>Staff: 77.0% | 2023-24:<br>Students: 63.0%<br>Families: 96.0%<br>Staff: 74.0% | 2023-24:<br>Students: 70%<br>Families: 95%<br>Staff: 87% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020)<br>78% | 2021-22: (Spring 2021 to Fall 2021)<br>81% | 2022-23: (Spring 2022 to Fall 2022)<br>79.0% | 2023-24: (Spring 2023 to Fall 2023)<br>85.30% | 2023-24: (Spring 2023 to Fall 2023)<br>85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-3 has performed exceptionally well in several goal areas. Chronic absenteeism decreased from 33.9% to approximately 17.6% by the end of the first semester. The suspension rate dropped from 6.8% to 1.2% in the same period. Additionally, the student retention rate reached 85.5%, the highest in the past three years. Our survey participation rate has remained consistent over the last three years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $143,725
Actual: $143,725
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3

Budgeted: $490,211
Actual: $490,211
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4
Budgeted: $1,696
Actual: $1,696
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $267,443
Actual: $257,443
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Overview

The goal aimed to ensure all students, families, staff, and other stakeholders at Magnolia Science Academy-3 have access to meaningful engagement opportunities that cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. The focus was on fostering a sense of community and connectedness among all stakeholders.

Effectiveness of Specific Actions

1. Number of School Site Council (SSC) meetings per year:
   - Analysis: The SSC was replaced by the Parent Advisory Committee (PAC), making this metric no longer applicable. However, the increased number of meetings in Year 1 indicates an initial effort to enhance stakeholder engagement.

2. **Number of English Learner Advisory Committee (ELAC) meetings per year:
   - Analysis: The action was partially effective, with a consistent increase in Year 1 and Year 2, but a drop in Year 3, indicating challenges in maintaining consistent engagement with English Learner families.

3. Number of Parent Advisory Committee (PAC) meetings per year:

- Analysis: This action showed variability, with improvements in Year 2 but inconsistency in Year 1 and Year 3. Overall, it was partially effective in increasing parental engagement through PAC meetings.

4. **Number of activities/events for parent involvement per year:**
   - Analysis: The action was highly effective, with a substantial increase in parent involvement activities, far surpassing the desired outcome and demonstrating strong engagement efforts.

5. Number of progress reports sent to parents per year:
   - Analysis: This action was effective, maintaining consistent communication with parents through progress reports, meeting the desired outcome each year.

6. Percentage of students home-visited by teachers per year:
   - Analysis: The action was partially effective, showing improvement from the baseline but not reaching the desired outcome, indicating the need for increased home visit efforts.

7. Average Daily Attendance (ADA) Rate:
   - Analysis: The action was less effective, with a significant drop from the baseline and gradual improvements in subsequent years, indicating challenges in maintaining high attendance rates.

8. Chronic Absenteeism Rate:
   - Analysis: The action was less effective, with chronic absenteeism rates remaining significantly higher than the baseline and desired outcome, indicating the need for more effective strategies to address absenteeism.

9. Middle School Dropout Rate:
   - Analysis: The action was effective, maintaining a 0% dropout rate consistently.

10. High School Dropout Rate:
    - Analysis: The action was less effective in Year 3, with a significant increase in the dropout rate, indicating challenges in retaining high school students.

11. Graduation Rate:
    - Analysis: The action showed variability, with a perfect graduation rate in Year 2 but a decline in Year 3, indicating partial effectiveness.

12. Student Suspension Rate:
    - Analysis: The action was partially effective, with a significant increase in suspensions in Year 2 but improvements in Year 3, indicating ongoing behavioral management challenges.

13. Student Expulsion Rate:

- Analysis: The action was effective, maintaining a 0% expulsion rate consistently.

14. School experience survey participation rates:
   - Analysis: The action was partially effective, with high participation rates among students and staff but challenges in maintaining consistent family participation.

15. School experience survey average approval rates:
   - Analysis: The action was less effective, with declining approval rates among students and staff, indicating the need for improved engagement and satisfaction strategies.

16. Student retention rate:
   - Analysis: The action was effective, showing improvement over the three years and meeting the desired outcome in Year 3.

Summary of Effectiveness
Overall, the actions taken under Goal #4 showed varying degrees of effectiveness. Notable successes were seen in maintaining a 0% expulsion rate, improving the student retention rate, and significantly increasing parent involvement activities. However, challenges were evident in maintaining consistent engagement with families, reducing chronic absenteeism, and improving school experience survey approval rates.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Recommendations for Improvement

1. Enhance strategies to engage families consistently to improve participation in surveys and advisory committee meetings.
2. Implement targeted interventions to address chronic absenteeism and improve daily attendance rates.
3. Focus on improving school experience survey approval rates by addressing the concerns of students and staff.

The analysis highlights the strengths and areas needing further refinement in fostering community connection and engagement at Magnolia Science Academy-3.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

## Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-3 | Zekeriya Ocel<br>Principal | zocel@magnoliapublicschools.org<br>(310) 637-3806 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy -3 (MSA-3)

Overview
Founded in the fall of 2008 as a public charter school in Gardena, MSA-3 relocated two years later to its current site, co-locating with Curtis Middle School in Carson, California under Proposition 39. MSA-3 currently serves approximately 400 students in grades 6 through 12, boasting nearly 100% high school graduation rates. Notably, around 70% of the students qualify for the free and reduced lunch program.

Student Demographics
- 59% of students hail from the Carson, LA, Gardena, and Torrance areas within the LAUSD.
- 36% are from the Compton Unified School District.
- 2.5% are from Long Beach USD.

Educational Focus
MSA-3 emphasizes a STEAM (Science, Technology, Engineering, Art, and Mathematics) and college-readiness curriculum. The school offers a college preparatory program that includes a wide range of elective courses such as digital arts and advanced math classes. Each student receives a Chromebook and has access to digital platforms like Google Classrooms, HMH Math Curriculum, and StudySync. The curriculum is aligned with the Common Core State Standards and is designed to provide a comprehensive learning experience through effective site-based instruction and hands-on learning.

Contact Information
Address: 1254 East Helmick St., Carson, CA, 90746
Phone: 310-637-3806
Email: zocel@magnoliapublicschools.org
Mission

Magnolia Public Schools aim to provide a college preparatory educational program with a focus on STEAM in a safe environment that fosters respect for oneself and others.

Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Core Values

- Innovation: Students are empowered to choose how and what they learn, with individualized scheduling and early identification of learning styles, interests, and career plans to support college and career readiness. Hands-on learning experiences in robotics, computer science, and the arts promote imagination, creativity, and invention.

- Connection: School communities are built on partnerships among staff, families, students, and other stakeholders. This connection creates a safe learning environment that affirms individual strengths, celebrates character, provides academic support through mentorship and internships, and promotes unity and better decision-making through restorative justice practices.

- Excellence: Academic excellence involves the pursuit of knowledge and excellence, fostering original and provocative ideas in a learning environment. MSA-3 promotes academic excellence through project-based learning, student portfolios, assessments of and for learning, and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

College/Career Readiness:
- 96% graduation rate for the class of 2023.
- 48% of seniors completed at least one college course.
- 72% of the graduating class met the A-G requirements.
- 25% of seniors earned the Golden State Merit Diploma.
- 27.3% of seniors graduated with Honors or Advanced Diploma.
- 78% of the graduating class was accepted to a 4-year college.

Academic Intervention:
- Programs such as Power Math and Power English, along with Saturday School, support academic intervention.

- The English curriculum includes StudySync and Illuminate standards-based practice exams.

Additional Successes:
- Suspension rate decreased to 2.2% from 6.8% last year.
- ADA (Average Daily Attendance) improved to 92.12% from 90% last year.
- Winter MAP (Measures of Academic Progress) CCI (College and Career Indicator) showed improvement.
- Increased dual enrollment opportunities, with 15 college classes offered.
- Positive feedback from the Educational Parent Survey, with improved student approval rates.
- Officially recognized as a CIF (California Interscholastic Federation) school for the 2024-25 school year.

CHALLENGES

Academic and Operational Challenges:
- Improvement needed in Math SBAC (Smarter Balanced Assessment Consortium) scores, though initial data shows promising trends.
- - African American, Hispanic and Socioeconomically disadvantaged students have. the lowest performance level.
- Enhancing classroom rigor.
- Reducing chronic absenteeism to below the state average.
- African American and Socio Economically Disadvantaged have the lowest performance level.
- Developing and implementing effective intervention plans.
- Providing mental health support for both teachers and students.
- Offering coaching and professional development for staff.
- Addressing facility challenges under Proposition 39.
- Reducing the Suspension rate.
- African American, Hispanic and Socioeconomically disadvantaged students have. the lowest performance level.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | MSA-3 consistently holds Parent Advisory Committee (PAC) meetings once a month. Additionally, we host a monthly Coffee with Admin session. These two main parent meetings enable us to actively engage with parents, solicit feedback on school programs, and present data on the Local Control and Accountability Plan (LCAP) and the California School Dashboard. At the end of the year, we conduct educational partner surveys to gather comprehensive feedback from parents. Furthermore, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. |
| Students | Our end-of-year educational partner surveys allow us to gather comprehensive feedback from students. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. |
| Teachers | Our end-of-year educational partner surveys allow us to gather comprehensive feedback from teachers. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. Staff participates on a weekly Wednesday professional development. This helps us gather input from our teachers. |
| School administrators | Our end-of-year educational partner surveys allow us to gather comprehensive feedback from school administrators. Additionally, our community school coordinator engages with staff to gather feedback using the Assets and Needs Assessment (ANA) survey. Admin has a |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | weekly meeting on Tuesdays to discuss school operations, attendance, instruction, behavior etc. |
| Other school personnel | Our end of year educational partner surveys allows us to gather comprehensive feedback from staff. In addition, community school coordinator engages with staff to gather feedback using ANA( Assets and Need) survey. Staff participates on a weekly Wednesday professional devleopment. This helps us gather input from our other personnel. |
| SELPA | Our Special Education coordinators from home office participate in a monthly basis. And Home office staff shares crucial information with school level special education coordinator and teacher. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

We analyzed the educational partner survey data and ANA survey feedback from the Community School Initiative. In addition, our internal data and the California Dashboard guide us in drafting our LCAP. For instance, one key area identified was the need to increase support for our students in counseling. In response, we coordinated with our Home Office staff to appoint a full-time college counselor.

Another area highlighted was the extracurricular offerings for middle and high school students. Based on the survey results, we expanded our sports programs, leading to the hiring of a full-time athletic director.

Additionally, concerns about food quality were raised by both students and parents. Consequently, we collaborated with our Home Office to contract a new vendor, aligning with one of our LCAP goals (Goal #1, Action #4) to provide nutritious meals for students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 77.5% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>74% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>92.2% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $25,970.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $380,785.49 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $496,565.73 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $18,020.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $617,729.03 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

### State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 69% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 79% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 32.66% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 33.08% | | | 2025-26: <br>• All Students: >= 40.00% <br>• English Learners: >= 5.00% <br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 17.39%<br>• African American: 29.49%<br>• Asian: *<br>• Hispanic: 32.74%<br>• White: * | | | Disadvantaged: >= 40.00%<br>• Students with Disabilities: >= 20.00%<br>• African American: >= 38.00%<br>• Hispanic: >= 40.00%<br>• White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 40.2 points below standard<br>• English Learners: 117.8 points below standard<br>• Socioeconomically Disadvantaged: 41.8 points below standard<br>• Students with Disabilities: 119.4 points | | | 2025-26: (2026 Dashboard)<br>• All Students: 31.0 points below standard<br>• English Learners: 103.0 points below standard<br>• Socioeconomically Disadvantaged: 32.0 points | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard<br>• African American: 37.9 points below standard<br>• Hispanic: 47.6 points below standard<br>• White: * | | | below standard<br>• Students with Disabilities: 103.0 points below standard<br>• African American: 28.0 points below standard<br>• Hispanic: 38.0 points below standard<br>• White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 61.3%<br>• English Learners: 69.2%<br>• Socioeconomically Disadvantaged: 66.2%<br>• Students with Disabilities: 48.8% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 65.0%<br>• African American: 53.8% | | | Disabilities: >= 50%<br>• African American: >= 50%<br>• Hispanic: >= 50%<br>• White:* | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.03 (CGP: 85th percentile)<br>• English Learners: CGI: 0.00 (CGP: 50th percentile)<br>• Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile)<br>• Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile)<br>• African American: CGI: 0.04 (CGP: 52nd percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilitie | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: CGI: 1.64 (CGP: 95th percentile) | | | s: CGI >= 0 (CGP >= 50th percentile) <br> • African American: CGI >= 0 (CGP >= 50th percentile) <br> • Hispanic: CGI >= 0 (CGP >= 50th percentile) <br> • White: * | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 8.50% <br> • English Learners: 0.00% <br> • Socioeconomically Disadvantaged: 10.45% <br> • Students with Disabilities: 0.00% <br> • African American: 6.41% | | | 2025-26: <br> • All Students: >= 20.00% <br> • English Learners: >= 7.00% <br> • Socioeconomically Disadvantaged: >= 20.00% <br> • Students with Disabilitie | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | <ul><li>Hispanic: 9.64%</li><li>White: *</li></ul> | | | s: >= 7.00%<ul><li>African American: >= 20.00%</li><li>Hispanic: >= 20.00%</li><li>White: *</li></ul> | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<ul><li>All Students: 109.5 points below standard</li><li>English Learners: 156.8 points below standard</li><li>Socioeconomically Disadvantaged: 106.8 points below standard</li><li>Students with Disabilities: 175.1 points below standard</li><li>African American: 120.7 points</li></ul> | | | 2025-26: (2026 Dashboard)<ul><li>All Students: 94.0 points below standard</li><li>English Learners: 135.0 points below standard</li><li>Socioeconomically Disadvantaged: 91.0 points below standard</li><li>Students with Disabilities: 145.0</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard<br>• Hispanic: 104.2 points below standard<br>• White: * | | | points below standard<br>• African American: 102.0 points below standard<br>• Hispanic: 89.0 points below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 55.4%<br>• English Learners: 64.3%<br>• Socioeconomically Disadvantaged: 57.6%<br>• Students with Disabilities: 58.5%<br>• African American: 46.2%<br>• Hispanic: 61.8% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• African American: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 50% <br> • White: * | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring) <br> • All Students: CGI: 1.22 (CGP: 89th percentile) <br> • English Learners: CGI: 0.00 (CGP: 50th percentile) <br> • Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile) <br> • Students with Disabilities: CGI: -0.25 (CGP: 40th percentile) <br> • African American: CGI: -0.24 (CGP: 41st percentile) <br> • Hispanic: CGI: 2.22 (CGP: 99th percentile) | | | 2026-27: (Fall to Spring) <br> • All Students: CGI >= 0 (CGP >= 50th percentile) <br> • English Learners: CGI >= 0 (CGP >= 50th percentile) <br> • Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) <br> • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | <ul><li>African American: CGI >= 0 (CGP >= 50th percentile)</li><li>Hispanic: CGI >= 0 (CGP >= 50th percentile)</li><li>White: *</li></ul> | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 68.0% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 24.0% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 8.08%</li><li>English Learners: *</li></ul> | | | 2025-26: <ul><li>All Students: >= 20.00%</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Socioeconomically Disadvantaged: 8.82%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 13.79%<br>• African American: 0.00 | | | • English Learners: *<br>• Socioeconomically Disadvantaged: >= 20.00%<br>• Students with Disabilities: >= 8.00%<br>• African American: >= 15.00%<br>• Hispanic: >= 20.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,807,266.90 | No |
| 2.2 | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through | $37,643.32 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Tuition reimbursement and other professional development: Resource: Title II, Part A; Amount: $25,442.12 | | |
| 2.3 | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other | $727,905.21 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod)<br><br>The following expenditures will be funded by federal Title funds:<br>• Teacher & admin salaries and benefits Resource: Title I: $96,532.72<br>• Professional Services Resource: Title I: $3,180<br>• Educational Software Resource: Title I: $37,028.98<br>• Educational Software Resource: Title IV, part A: $3,370.8 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program | $125,936.73 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $924,604.90 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

> Priority 7: Course Access (Conditions of Learning)
>
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

> It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 9% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 94% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 44.0% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 48.0% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 12.00% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 11.4% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 4.1% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 16.0% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 90.0% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 4.3% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 38.3% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 27.3% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 68% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 55% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 77.3% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

| |
|---|
| Not Applicable. |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds:<br>• Instructional Materials & Sups.: Title IV Part A; Amount: $3,180 | $135,463.70 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: supplemental STEM program fees.

The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| 3.3 | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School | $107,361.16 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. | $181,332.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The following expenditures will be funded by federal Title funds:<br>• Title IV, Part A: Salary and Benefits Amount: $6,052.5 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $490,309.09 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 2 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 22 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 13.6% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 91.95% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 33.9% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 2.5% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 2.0% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 94.0% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 6.8% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 98.4% Families: 70.5% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 63.0% Families: 96.0% Staff: 74.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 70% Families: 94% Staff: 73% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 85.30% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $147,586.67 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds.<br>• Stipends for home visits: Resource: Title I, Part A; Amount: $16,146.75 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as | $506,707.37 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Additional services, material, and supplies for homeless students: Resource: Title I; Amount: $4,129.76 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services: 3010 Title I: $1,696 | $1,696.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. | $255,042.54 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,032,197 | $90,859 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 19.308% | 0.000% | $0.00 | 19.308% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | <ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| 2.2 | **Action:** Professional development for high-quality instruction<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:** LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  |  | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br><br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may<br>not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br><br>- Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br><br>- Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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|  | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

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| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:** <br> Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

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| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>　LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | <ul><li>Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li><li>Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li><li>School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li></ul> |

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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

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|  | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

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| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

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| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

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| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

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| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

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| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

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|---|---|---|---|
| | **Scope:**<br>  LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. |   6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>- Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>- Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|
| |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-3

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-3 will utilize the concentration grant add-on funds ($90,859) in the following manner:

MSA-3 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $5,345,869 | $1,032,197 | 19.308% | 0.000% | 19.308% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,569,315.06 | $2,015,264.29 | $46,697.40 | $356,924.83 | $6,988,201.58 | $4,974,783.53 | $2,013,418.05 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $25,970.00 | $25,970.00 | | | | $25,970.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $153,742.31 | $227,043.18 | $349,821.95 | $30,000.00 | | $963.54 | $380,785.49 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $57,324.80 | $439,240.93 | $496,565.73 | | | | $496,565.73 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $18,020.00 | $18,020.00 | | | | $18,020.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $617,729.03 | $609,168.47 | $8,560.56 | | | $617,729.03 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,754,266.90 | $53,000.00 | $1,541,093.54 | $266,173.36 | | | $1,807,266.90 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $37,643.32 | $6,201.20 | $6,000.00 | | $25,442.12 | $37,643.32 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $654,928.23 | $72,976.98 | $478,400.21 | $38,130.75 | | $211,374.25 | $727,905.21 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $125,936.73 | $0.00 | | $125,936.73 | | | $125,936.73 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $808,337.08 | $116,267.82 | | $874,737.20 | | $49,867.70 | $924,604.90 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $132,283.70 | $3,180.00 | | $132,283.70 | | $3,180.00 | $135,463.70 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $107,361.16 | $0.00 | $107,361.16 | | | | $107,361.16 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $132,515.34 | $48,817.40 | $128,582.84 | | $46,697.40 | $6,052.50 | $181,332.74 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $249,008.89 | $241,300.20 | $182,267.19 | $308,041.90 | | | $490,309.09 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $121,520.21 | $26,066.46 | $131,439.92 | | | $16,146.75 | $147,586.67 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $481,487.85 | $25,219.52 | $473,247.85 | $29,329.76 | | $4,129.76 | $506,707.37 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,696.00 | | | | $1,696.00 | $1,696.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $196,070.33 | $58,972.21 | $20,900.00 | $196,070.33 | | $38,072.21 | $255,042.54 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $5,345,869 | $1,032,197 | 19.308% | 0.000% | 19.308% | $1,546,695.37 | 0.000% | 28.933 % | **Total:** | $1,546,695.37 |
| | | | | | | | | **LEA-wide Total:** | $1,546,695.37 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $18,020.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $6,201.20 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $478,400.21 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $107,361.16 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $128,582.84 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $182,267.19 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $131,439.92 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $473,247.85 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $20,900.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $7,367,934.00 | $7,314,876.05 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $25,970 | $25,970.00 |
| 1 | 1.2 | Instructional materials and technology | No | $527,814 | $529,283.60 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $589,897 | $601,367.13 |
| 1 | 1.4 | Healthy and nutritious meals | No / Yes | $18,020 | $18,020.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $934,229 | $934,229.45 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,826,594 | $1,819,164.74 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $47,183 | $47,183.32 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $701,623 | $658,234.19 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $122,288 | $122,288.28 |
| 2 | 2.5 | Support for students with disabilities | No | $815,928 | $782,747.31 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $138,666 | $138,666.22 |
| 3 | 3.2 | STEAM and GATE programs | Yes | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $103,713 | $103,712.72 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $149,403 | $157,402.51 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $473,530 | $473,530.42 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $143,725 | $143,725.35 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $490,212 | $490,211.68 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,696 | $1,696.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $257,443 | $267,443.13 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,060,282 | $1,562,353.28 | $1,287,489.44 | $274,863.84 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $18,020.00 | $18,020.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $3,201.20 | $6,201.20 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $289,442.01 | $246,053.42 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $122,288.28 | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $131,626.85 | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $103,712.72 | $103,712.72 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $142,653.53 | $104,652.61 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $290,530.22 | $178,618.74 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $127,578.60 | $127,578.60 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $315,703.87 | $456,752.15 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,696.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $15,900.00 | $45,900 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,020,529 | $1,060,282 | 0.000% | 26.372% | $1,287,489.44 | 0.000% | 32.023% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

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# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

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**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-4

CDS Code: 19-64733-0117622

School Year: 2024-25

LEA contact information:

Musa Avsar

Principal

mavsar@magnoliapublicschools.org

(310) 473-2464

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$2,137,405
74 %

All federal funds,
$158,248 , 6%

All other state funds,
$266,764 , 9%

All local funds,
$309,267 , 11%

LCFF supplemental & concentration grants,
$601,223 , 21%

All Other LCFF funds,
$1,536,182 , 53%

This chart shows the total general purpose revenue Magnolia Science Academy-4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-4 is $2,871,684, of which $2,137,405 is Local Control Funding Formula (LCFF), $266,764 is other state funds, $309,267 is local funds, and $158,248 is federal funds. Of the $2,137,405 in LCFF Funds, $601,223 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP



Bar chart showing two bars: "Total Budgeted General Fund Expenditures, $2,797,712" and "Total Budgeted Expenditures in the LCAP $2,797,712". Y-axis ranges from $0 to $3,000,000.

This chart provides a quick summary of how much Magnolia Science Academy-4 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-4 plans to spend $2,797,711.67 for the 2024-25 school year. Of that amount, $2,797,711.67 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-4 is projecting it will receive $601,223 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-4 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy-4 plans to spend $600,987.07 towards meeting this requirement, as described in the LCAP.

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 4 used applicable (if not all) state, federal, and local funds including, but not limited  to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning

Loss Mitigation Grant, MTSS, and Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Magnolia Science Academy-4 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what  Magnolia Science Academy-4 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-4's LCAP budgeted $350,229.55 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-4 actually spent $503,595.48 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-4 | Musa Avsar<br>Principal | mavsar@magnoliapublicschools.org<br>(310) 473-2464 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 2 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 85.0% | 2021-22: (Spring 2021 to Fall 2021) 71% | 2022-23: (Fall 2021 to Fall 2022) 90%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 33% | 2023-24: (Fall 2022 to Fall 2023) 85.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 95.0% | 2021-22: (As of 5/12/22) 96.2% | 2022-23: (As of 5/12/23) 96.4% | 2023-24: (As of 12/15/23) 97.0% | 2023-24: 95.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For the 2023-24 school year, MSA-4 successfully implemented all actions listed in the LCAP plan related to Goal 1. This goal focuses on ensuring high-quality teachers, appropriate instructional materials, well-maintained facilities, and teacher retention and attendance rates.

Number of Misassignments of Teachers of English Learners, Total Teacher Misassignments, and Vacant Teacher Positions:

Planned Action: Ensure that all teachers are properly assigned and that there are no vacancies.
Actual Implementation: This goal was met, with no misassignments or vacancies reported.
Percentage of Students Without Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home:

Planned Action: Provide each student with their own copies of standards-aligned instructional materials.
Actual Implementation: This goal was met, ensuring that all students had access to necessary instructional materials both at school and at home.

Number of Identified Instances Where Facilities Do Not Meet the "Good Repair" Standard :

Planned Action: Maintain facilities to meet the "good repair" standard.
Actual Implementation: This goal was met, with all facilities meeting the required standards for good repair.
Teacher Retention Rate:

Planned Action: Increase teacher retention rate.
Actual Implementation: This goal was not met. One significant challenge affecting teacher retention is that MSA-4 is a small school, which often requires teachers to handle multiple preparations (preps). This additional workload can lead to increased stress and burnout, thereby impacting the retention rate.

Teacher Attendance Rate:

Planned Action: Maintain high teacher attendance rates.
Actual Implementation: This goal was met, with a high attendance rate among teachers.

In conclusion, while MSA-4 met most of its planned actions under LCAP Goal 1, the teacher retention rate remains a challenge. The small size of the school and the need for teachers to manage multiple preps contribute to this issue. Future plans should consider strategies to alleviate this burden, such as providing additional support or resources to teachers, to improve retention rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $10,300
Actual: $12,300
Explanation: The actual expenditure for Goal 1 Action 1 was $2,000 more than the budgeted amount. This difference is attributed to unforeseen expenses occurred in live scan, payroll, and service fees.

Goal 1 Action 2
Budgeted: $134,793
Actual: $134,793
Explanation: The actual expenditure for Goal 1 Action 2 matched the budgeted amount precisely. This indicates effective planning and accurate estimation of costs associated with this action.

Goal 1 Action 3
Budgeted: $281,184

Actual: $314,184
Explanation: The actual expenditure for Goal 1 Action 3 was $33,000 more than the budgeted amount. The primary reason for this overspending was that the school engaged in more operational housekeeping and maintenance as initially planned. This resulted in higher actual costs for maintaining and repairing facilities.

Goal 1 Action 4
Budgeted: $9,000
Actual: $9,000
Explanation: The actual expenditure for Goal 1 Action 4 matched the budgeted amount exactly, reflecting precise budgeting and expenditure control.

Goal 1 Action 5
Budgeted: $277,968
Actual: $277,968
Explanation: The actual expenditure for Goal 1 Action 5 also matched the budgeted amount exactly, indicating effective financial planning and adherence to the projected budget.

Overall, the material differences between budgeted and actual expenditures for MSA-4's Goal 1 actions demonstrate prudent financial management. The variance in Goal 1 Action 3 highlights the impact of reduced operational and maintenance activities, which contributed to significant cost savings. This careful monitoring and adjustment of expenditures ensure that resources are utilized efficiently while still meeting the essential needs of the school.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, MSA-4 has implemented various actions under Goal 1 with varying degrees of effectiveness. Here is an analysis of how these actions have contributed to progress toward achieving our goal:

Number of Misassignments of Teachers of English Learners, Total Teacher Misassignments, and Vacant Teacher Positions:

Effectiveness: Highly effective. The goal was met, with no misassignments or vacant positions reported. This indicates that the actions taken to ensure proper teacher assignments were successful and well-managed.

Percentage of Students Without Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home:

Effectiveness: Highly effective. The goal was met, ensuring all students had access to necessary instructional materials. This was a critical success in supporting student learning both at school and home.
Number of Identified Instances Where Facilities Do Not Meet the "Good Repair" Standard :

Effectiveness: Effective. The goal was met, with all facilities maintained to meet the required standards. However, it was noted that the school did not spend as much on operational housekeeping and maintenance as planned, leading to cost savings.
Teacher Retention Rate:

Effectiveness: Less effective. The goal was not met due to challenges related to MSA-4 being a small school, requiring teachers to handle multiple preparations. This additional workload likely contributed to higher stress and lower retention rates. More targeted support and strategies are needed to address this issue.
Teacher Attendance Rate :

Effectiveness: Highly effective. The goal was met, with a high attendance rate among teachers. This reflects the positive working environment and effective management practices in place.

Budgeted vs. Actual Expenditures:

Overall Budget Management: The school demonstrated prudent financial management, with significant cost savings in certain areas such as operational housekeeping and maintenance (Goal 1 Action 3). This careful monitoring and adjustment of expenditures ensured that resources were used efficiently while still achieving key objectives.

Overall, the specific actions under Goal 1 were largely effective in making progress toward the goal during the three-year LCAP cycle. The school met most of its targets, reflecting successful implementation and effective use of resources. However, challenges remain in improving teacher retention rates, which require additional focus and support. Moving forward, it will be important to continue refining strategies to address these areas and ensure sustained progress toward all aspects of Goal 1.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections on prior practices and the effectiveness of our actions under Goal 1, several changes have been planned for the coming year to enhance our progress toward achieving this goal.

To address teacher retention, we will implement targeted support strategies to manage the unique challenges faced by teachers at MSA-4, particularly the stress associated with handling multiple preparations. By providing additional resources, professional development, and mental health support, we aim to increase the teacher retention rate and reduce burnout.

For operational housekeeping and maintenance, we plan to increase the budget allocation and engage in proactive planning to ensure that facilities consistently meet the "good repair" standard, thus preventing any deficiencies throughout the year.

In terms of recruitment and staffing, we will enhance our processes to attract high-quality teachers, especially for STEM subjects. This includes collaborating with specialized recruitment agencies, attending job fairs, and offering competitive incentives to fill all teaching positions with qualified candidates and reduce vacancies or misassignments.

Professional development will be expanded to include more comprehensive programs focused on classroom management, innovative teaching strategies, and stress management, tailored to meet the specific needs of MSA-4 teachers. This will enhance overall teaching quality and job satisfaction, leading to improved student outcomes and higher teacher retention rates.

Additionally, we will introduce more frequent and detailed monitoring and evaluation processes for all actions related to Goal 1, including monthly reviews of progress and necessary adjustments. This will ensure timely identification and resolution of any issues, maintaining a steady and effective implementation of all planned actions.

By implementing these changes, we aim to build on our successes and address areas where improvements are needed. These adjustments are designed to enhance our overall effectiveness in achieving Goal 1 and to ensure a more supportive and productive environment for both teachers and students at MSA-4.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 88% | 2021-22: (As of 5/13/22) 113% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 98% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 79% | 2021-22: (First semester) 82% | 2022-23: (First semester) 86.0% | 2023-24: (First semester) 74% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 151.6 | 2021-22: (As of 5/13/22) 191.9 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: <br> • All Students: 27.12% <br> • Socioeconomically Disadvantaged: 27.08% <br> • Students with Disabilities: 18.75% <br> • African American: 36.36% <br> • Hispanic: 23.41% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. <br><br> We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments. <br><br> Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22: <br> • All Students: 37.50% <br> • Socioeconomically Disadvantaged: 33.33% <br> • Students with Disabilities: 0.00% <br> • Hispanic: 38.89% <br><br> We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy | 2022-23: <br> • All Students: 44.44% <br> • English Learners: * <br> • Socioeconomically Disadvantaged: 44.44% <br> • Students with Disabilities: * <br> • Asian: * <br> • Hispanic: 43.75% <br> • White: * <br><br> IAB ELA Level 3 and 4 Projection (1/22/24): <br> • All Students: 42.39% | 2022-23: <br> • All Students: 38.00% <br> • Socioeconomically Disadvantaged: 33.00% <br> • Students with Disabilities: 22.00% <br> • African American: 40.00% <br> • Hispanic: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 56.52%</li><li>English Learners: N/A</li><li>Students with Disabilities: 37.50%</li><li>Hispanic: 47.06%</li><li>White: 100.00%</li></ul>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 45.11%</li></ul> | assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 43.75%</li><li>English Learners: 40.00%</li><li>Students with Disabilities: 66.67%</li><li>Hispanic: 50.00%</li><li>White: 0.00%</li></ul>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 51.11%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 57.2 points below standard</li><li>English Learners: 114.4 points below standard</li><li>Socioeconom ically</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Reading | 2021-22: (2022 Dashboard)<ul><li>All Students: 15.4 points below standard</li><li>English Learners:*</li><li>Socioeconom ically Disadvantag ed: 19.3</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 15.4 points below standard</li><li>English Learners: *</li><li>Socioeconom ically Disadvantag ed: 15.4</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 50.0 points below standard</li><li>English Learners: 95.0 points below standard</li><li>Socioeconom ically</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 57.3 points below standard<br>• Students with Disabilities: 98.6 points below standard<br>• African American: 38.7 points below standard<br>• Hispanic: 63.0 points below standard | assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 68.5%<br>• English Learners: N/A<br>• Students with Disabilities: 64.0%<br>• Hispanic: 65.6%<br>• White: N/A | points below standard<br>• Students with Disabilities: *<br>• Hispanic: 41.5 points below standard | points below standard<br>• Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 15.8 points below standard<br>• White: * | Disadvantaged: 50.0 points below standard<br>• Students with Disabilities: 80.0 points below standard<br>• African American: 32.0 points below standard<br>• Hispanic: 55.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 74.3%<br>• Socioeconomically Disadvantaged: 75.0%<br>• Students with Disabilities: 68.2%<br>• Hispanic: 79.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 68.5%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 64.6% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 79.1%<br>• English Learners: 75.0%<br>• Socioeconomically | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 80.2%<br>• English Learners: 78.9%<br>• Socioeconomically | 2023-24:<br>• All Students: 75.0%<br>• Socioeconomically Disadvantaged: 75.0%<br>• Students with Disabilities: 75.0%<br>• Hispanic: 75.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Students with Disabilities: 64.0%<br>• Hispanic: 65.6% | Disadvantaged: 78.8%<br>• Students with Disabilities: 76.5%<br>• Hispanic: 79.7% | Disadvantaged: 78.8%<br>• Students with Disabilities: 66.7%<br>• Hispanic: 79.5%<br>• White: * | |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 8.47%<br>• Socioeconomically Disadvantaged: 10.41%<br>• Students with Disabilities: 12.50%<br>• African American: 9.09%<br>• Hispanic: 8.51% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 25.00%<br>• Socioeconomically Disadvantaged: 19.05%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 16.67%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics | 2022-23:<br>• All Students: 11.11%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.11%<br>• Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 31.5%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 35.64% | 2022-23:<br>• All Students: 15.00%<br>• Socioeconomically Disadvantaged: 17.00%<br>• Students with Disabilities: 17.00%<br>• African American: 15.00%<br>• Hispanic: 15.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • All Students: 39.13%<br>• English Learners: N/A<br>• Students with Disabilities: 0.00%<br>• Hispanic: 35.29%<br>• White: 100.00%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 38.53% | assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 18.75%<br>• English Learners: 0.00%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 14.29%<br>• White: 100%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br>• All Students: 54.69% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 133.7 points below standard<br>• English Learners: 170.1 points below standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress | 2021-22: (2022 Dashboard)<br>• All Students: 81.4 points below standard<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 98.0 | 2022-23: (2023 Dashboard)<br>• All Students: 136.1 points below standard<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 136.1 | 2022-23: (2023 Dashboard)<br>• All Students: 110.0 points below standard<br>• English Learners: 145.0 points below standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Socioeconomically Disadvantaged: 128.2points below standard<br>• Students with Disabilities: 184.8 points below standard<br>• African American: 139.7 points below standard<br>• Hispanic: 133.6 points below standard | (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 75.7%<br>• English Learners: N/A<br>• Students with Disabilities: 84.0%<br>• Hispanic: 75.8%<br>• White: N/A | points below standard<br>• Students with Disabilities: *<br>• African American: *<br>• Hispanic: 121.5 points below standard | points below standard<br>• Students with Disabilities: *<br>• Asian: *<br>• Hispanic: 138.4 points below standard<br>• White: * | • Socioeconomically Disadvantaged: 110.0 points below standard<br>• Students with Disabilities: 150.0 points below standard<br>• African American: 110.0 points below standard<br>• Hispanic: 110.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 73.5%<br>• English Learners: 70.0%<br>• Socioeconomically Disadvantaged: 74.2% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 75.7%<br>• English Learners: N/A | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 77.6%<br>• English Learners: 87.5% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 74.7%<br>• English Learners: 73.7% | 2023-24:<br>• All Students: 75.0%<br>• English Learners: 75.0%<br>• Socioeconomically Disadvantaged: 75.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Students with Disabilities: 76.2%<br>• Hispanic: 71.4% | • Socioeconomically Disadvantaged: 74.2%<br>• Students with Disabilities: 84.0%<br>• Hispanic: 75.8% | • Socioeconomically Disadvantaged: 77.3%<br>• Students with Disabilities: 76.5%<br>• Hispanic: 79.7% | • Socioeconomically Disadvantaged: 73.3%<br>• Students with Disabilities: 71.4%<br>• Hispanic: 73.8%<br>• White: * | • Students with Disabilities: 75.0%<br>• Hispanic: 75.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 28.6% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 17.65%<br>• Level 3: 47.05%<br>• Level 3: 29.41%<br>• Level 1: 5.88% | 2021-22: (2022 Dashboard) 56.3% | 2022-23: (2023 Dashboard) 61.1% | 2022-23: (2023 Dashboard) 35.0% |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually | 2020-21: 0.00% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC | 2023-24: 17.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (Source: CDE DataQuest) | | percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 17.65% | percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 17.65% | percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 20.83% | |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 5.00%<br>• Socioeconomically Disadvantaged: 3.50%<br>• Students with Disabilities: 0.00%<br>• African American: 5.88%<br>• Hispanic: 3.39% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 14.00%<br>• Socioeconomically Disadvantaged: 11.63%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 12.2% | 2022-23:<br>• All Students: 11.11%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.11%<br>• Students with Disabilities: *<br>• Hispanic: 12.5% | 2022-23:<br>• All Students: 15.00%<br>• Socioeconomically Disadvantaged: 15.00%<br>• Students with Disabilities: 10.00%<br>• African American: 15.00%<br>• Hispanic: 15.00% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Reflecting on the LCAP Goal 2 for the 2023-24 school year, MSA-4 has successfully implemented all planned actions. The school has met its goal of developing and providing a broad course of study to students, with certain programs and services being dependent on student need and interest.

We have ensured that all students, including unduplicated students and individuals with exceptional needs, have sufficient access to all developed programs and services. The school administration has completed one formal and four informal classroom observations per teacher per year, meeting the set goal.

In terms of academic performance, progress has been made with a percentage of students receiving a grade of "C" or better in core subjects and electives. Students have met or exceeded the standard on the CAASPP-ELA/Literacy assessments, and the Distance from Standard (DFS) on these assessments has also been met.

While progress has been made in the percentage of students meeting or exceeding the standard on the CAASPP-Mathematics assessments, the DFS on the CASSPP-Mathematics assessments has not been met. However, students have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring.

For our English Learners (ELs), we have met the goal of increasing at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or maintaining ELPI PL 4 between the prior and current year. The percentage of ELs reclassified to Fluent English Proficient (RFEP) annually has also been met.

In the area of science, progress has been made with the percentage of students meeting or exceeding the standard on the CAASPP-Science assessments.

Overall, while there are areas of improvement, MSA-4 is proud of the progress made and the goals met during the 2023-24 school year. We remain committed to continuous improvement and achieving all our LCAP goals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $739,123
Actual: $708,528
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2
Budgeted: $24,131
Actual: $24,131
Explanation: The actual expenditure matched the budgeted amount. No significant deviations occurred.

Goal 2 Action 3

Budgeted: $261,838
Actual: $257,583
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation: No budget was allocated for this action, and no expenses were incurred.

Goal 2 Action 5
Budgeted: $249,945
Actual: $249,945
Explanation: The actual expenditure matched the budgeted amount. No significant deviations occurred.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Reflecting on LCAP Goal 2 for the 2023-24 school year, MSA-4 has effectively implemented its planned actions, achieving significant progress. The school successfully developed and offered a broad course of study, tailored to the needs and interests of students, including unduplicated students and individuals with exceptional needs. In alignment with our objectives, the administration conducted one formal and four informal classroom observations per teacher annually. Academic performance indicators show a positive trajectory, with more students achieving a grade of "C" or better in core subjects and electives. Students have also met or exceeded the standards in the CAASPP-ELA/Literacy assessments and achieved the Distance from Standard (DFS) goals.

Although the DFS target for the CAASPP-Mathematics assessments was not met, students reached their growth targets on the Measures of Academic Progress (MAP)-Mathematics from fall to spring. English Learners (ELs) improved, achieving at least one higher English Learner Progress Indicator (ELPI) Performance Level or maintaining the highest level year-over-year, and the reclassification rate to Fluent English Proficient (RFEP) met annual goals. Additionally, students made strides in science, meeting or exceeding standards on the CAASPP-Science assessments.

Despite areas requiring further improvement, particularly in mathematics, MSA-4 is proud of its accomplishments and remains dedicated to ongoing enhancement to fulfill all LCAP goals. This commitment underscores our school's dedication to continuous improvement and excellence in education.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on past performance and strategic planning under LCAP Goal 4, MSA-4 plans to retain most elements aimed at fostering community connections but will also introduce targeted strategies to address specific challenges in Average Daily Attendance (ADA) and chronic absenteeism. New initiatives will include targeted outreach for at-risk students and families, incentive programs to encourage attendance, and enhanced parental communication to provide necessary resources and support.

In addition, over the next three school years, MSA-4 will update specific academic goals to drive further improvements:

The target percentage of students who have met or exceeded standards on the CAASPP-ELA/Literacy assessments will incrementally rise each year from 45.00% to 47.00%.
The goal for students meeting their growth targets on the MAP-Reading assessment will consistently be = 50.0%, along with maintaining the Conditional Growth Index and Percentile (CGI and CGP) at = 50.0%.
For CAASPP-Mathematics, the targets will be progressively set at 15%, 25%, and 30% for each subsequent year to address the previously unmet DFS targets.
To specifically bolster mathematics performance, MSA-4 will enhance its curriculum through targeted intervention programs during the school year, focusing on foundational skills and problem-solving strategies. Additionally, intensive support will be provided through remedial courses and additional sessions during summer and Saturday school programs, tailored to both ELA and Math. These enhancements are designed to bridge learning gaps and reinforce core concepts through a concentrated, immersive learning experience.

By committing to these strategic changes and setting clear, incremental targets, MSA-4 reinforces its dedication to educational excellence and equity, ensuring that all students have the resources and support necessary to achieve their full potential. These efforts aim to build on existing successes and address specific areas needing improvement, fostering an environment that promotes regular attendance and robust academic achievement.


**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2019-20: (2020 Dashboard) 20.0% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 57.7% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 57.7% | 2022-23: (2023 Dashboard) 72.0% | 2022-23: (2023 Dashboard) 60.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 33.33% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 37.50%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 44.44%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 46.23% | 2022-23: 40.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br><ul><li>Grade 11 Students: 56.52%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br><ul><li>Grade 11 Students: 68.29%</li></ul> | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br><ul><li>Grade 11 Students: 43.75%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br><ul><li>Grade 11 Students: 65.15%</li></ul> | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 9.52% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 25.00%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 11.11%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br><ul><li>Grade 11 Students: 38.89%</li></ul> | 2022-23: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 39.13%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 45.71% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 18.75%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 52.54% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 40.0% | 2020-21: 23.5% | 2021-22: 17.6% | 2022-23: 58.3% | 2022-23: 50.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 30.0% | 2020-21: 39.1% | 2021-22: 30.8% | 2022-23: 16.0% | 2022-23: 40.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 39.1% | 2021-22: (As of 5/13/22) 50.0% | 2021-22: (2022 Dashboard) 25.9% <br><br> 2022-23: (As of 5/12/23) 66.7% | 2022-23: (As of 5/20/24) 60.0% | 2022-23: (2023 Dashboard) 50.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 95.5% | 2020-21: 100.0% <br><br> 2021-22: (As of 5/13/22) 100.0% | 2021-22: (CDE DataQuest) 96.2% <br><br> 2022-23: (As of 5/12/23) 100.0% | 2022-23 (CDE DataQuest): 100% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 31.8% | 2021-22: (As of 5/13/22) 30.8% | 2021-22: (CDE DataQuest) 26.9% <br><br> 2022-23: (As of 5/12/23) 12.5% | 2022-23 (CDE DataQuest): 0.00% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 18.2% | 2021-22: (As of 5/13/22) 26.9% | 2021-22: (CDE DataQuest) 23.1% <br><br> 2022-23: (As of 5/12/23) 50.0% | 2022-23 (CDE DataQuest): 47.8% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 50.0% | 2021-22: (As of 5/13/22) 46.2% | 2022-23: (As of 5/12/23) 50.0% | 2023-24: (As of 5/20/24) 46.7% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 100.0% | 2021-22: (As of 5/13/22) 92.0% | 2022-23: (As of 5/12/23) 96.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 100.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 68.0% | 2021-22: (As of 5/13/22) 81.0% | 2022-23: (As of 5/12/23) 71.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 70.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 60.0% | Class of 2019 data is not available. | Class of 2019: 77.5%<br><br>Class of 2020: 47.1% | Class of 2021: 52.2% | Class of 2021: 65.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 11% | 2021-22: (As of 5/13/22) 12% | 2022-23: (As of 5/12/23) 26% | 2023-24: (As of 5/20/24) 13% | 2023-24: 15% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 90% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

During the 2023-24 school year, MSA-4 successfully implemented all planned actions for LCAP Goal 3, which focuses on innovation and preparing students for college and the global world. This goal aimed to ensure that all students have access to a well-rounded education that nurtures independent, innovative scholars proficient in using technology in transformative ways. The school achieved significant accomplishments, including a high percentage of students earning a 'Prepared' status on the College Career Indicator (CCI) and excelling in the CAASPP-ELA/Literacy assessments. Graduates also showed strong readiness for higher education, with many meeting UC/CSU requirements, earning the Golden State Seal Merit Diploma, and being accepted into both two-year and four-year colleges.

Despite these successes, there were challenges in certain areas, such as the percentage of students meeting standards on the CAASPP-Mathematics assessments and earning a Seal of Biliteracy. Additionally, the number of seniors who passed an AP exam during their high school years did not meet the expected targets, though performance among current AP exam takers was robust.

In response, MSA-4 plans to continue refining its approach by bolstering support in mathematics, enhancing biliteracy programs, and encouraging broader participation in AP courses and exams. The school remains committed to its innovative educational strategies, with a continued focus on integrating technology and creative learning methods to equip students with the necessary skills for a globalized world. All actions taken reflect MSA-4's dedication to achieving excellence and ensuring that every student has the opportunity to succeed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $143,765
Actual: $97,051
Explanation: The notable difference in actual expenditures compared to the budgeted amount was due to lowered insurance and health benefits costs in addition to salaries for the certified pupil support staff.

Goal 3 Action 2
Budgeted: $0
Actual: $0
Explanation: There were no planned or actual expenditures for this action, indicating that no resources were allocated or required during the period.

Goal 3 Action 3
Budgeted: $0
Actual: $0
Explanation: Similar to Action 2, there were no expenditures budgeted or incurred for this action, aligning perfectly with the initial financial planning.

Goal 3 Action 4
Budgeted: $89,907
Actual: $89,907
Explanation: The expenditures for this action matched the budgeted amount exactly, demonstrating precise budget planning and effective financial management to utilize resources as intended.

Goal 3 Action 5
Budgeted: $163,549
Actual: $163,549
Explanation: This action also saw a direct alignment between the budgeted and actual expenditures, indicating accurate forecasting and adherence to the planned resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle for Goal 3, MSA-4 focused on fostering innovation and preparing students for a globalized future, aiming to make each student an independent, innovative scholar through creativity and transformative technology use. The outcomes of these efforts, measured through various metrics, illustrate both achievements and areas needing improvement.

Significant progress was evident in several areas. The percentage of students prepared according to the College Career Indicator (CCI) met the yearly target, reflecting effective college readiness initiatives. Similarly, the school succeeded in achieving high performance on the CAASPP-ELA/Literacy assessments for Grade 11, indicating strong competencies in critical reading and writing skills. Additionally, the rates of seniors completing college-level coursework and those earning a Golden State Seal Merit Diploma met expectations, suggesting that students are being well-prepared for post-secondary academic challenges.

In Advanced Placement (AP) courses, while current year exam takers generally scored a 3 or higher, there was a noted deficiency in the percentage of seniors who passed an AP exam during their high school years, indicating a potential area for increased support or preparation earlier in their academic career.

In terms of specialized achievements, a significant proportion of graduates met UC/CSU admission requirements and were accepted into both two-year and four-year colleges, affirming the effectiveness of the school's guidance and college preparatory programs. Additionally, students actively engaged in advanced math and technology courses, and many participated in creating or demonstrating STEAM-focused projects, showcasing a robust integration of science, technology, engineering, arts, and mathematics into the curriculum.

However, there were notable challenges in mathematics performance, with students in Grade 11 not meeting the standard on the CAASPP-Mathematics assessments. Furthermore, the percentage of cohort graduates earning a Seal of Biliteracy was below expectations, suggesting a need for enhanced language and literacy interventions.

Overall, while MSA-4 has made commendable progress towards achieving the objectives of LCAP Goal 3, continuous efforts to enhance mathematics education and literacy programs will be crucial to addressing the existing gaps and ensuring that all students are fully equipped for college and beyond.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on the past LCAP cycle, MSA-4 will maintain most of its current strategies as they have largely contributed to achieving Goal 3. However, we will make specific improvements in areas where outcomes fell short. We plan to enhance our mathematics support and bolster

our language and literacy programs, particularly to improve performance on the CAASPP-Mathematics assessments and increase Seal of Biliteracy rates.

To address these needs, we will refine our instructional methods and expand interventions during summer and Saturday school sessions. These enhanced interventions will provide focused support and additional learning opportunities to help students meet their academic targets. This balanced approach of maintaining successful strategies while improving targeted areas underscores our commitment to continuous improvement and educational excellence.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| **4** | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|-----------------------------|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 4/16/21) 4 | 2021-22: (As of 5/13/22) 5 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 4/16/21) 1 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 4/16/21) 9 | 2021-22: (As of 5/13/22) 9 | 2022-23: (As of 5/12/23) 6 | 2023-24: (As of 5/20/24) 8 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 4/16/21) 25 | 2021-22: (As of 5/13/22) 20 | 2022-23: (As of 5/12/23) 15 | 2023-24: (As of 5/20/24) 22 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 45.0% | 2021-22: (As of 5/13/22) 32.1% | 2022-23: (As of 5/12/23) 59.8% | 2023-24: (As of 5/20/24) 29.3% | 2023-24: 25.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 95.62% | 2021-22: (P-2 ADA) 78.81% | 2022-23: (P-2 ADA) 89.24% | 2023-24: (P-2 ADA) 89.60% | 2023-24: 96.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 13.7% | 2021-22: (As of 5/13/22) 50.9% | 2021-22: (2022 Dashboard) N/A<br><br>2022-23: (As of 5/12/23) 42.9% | 2022-23: (2023 Dashboard) N/A%<br><br>2023-24: (As of 5/31/24) 38.0% | 2023-24: 9.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) N/A | 2021-22: (As of 5/13/22) N/A | 2022-23: (As of 5/12/23) N/A | N/A | 2023-24: N/A |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20: 10.0% | 2020-21: 0.0% | 2021-22: (CDE DataQuest) 0.0%<br><br>2022-23: | 2022-23: (CDE DataQuest) 4.2% | 2022-23: (CDE DataQuest) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 0.0% | 2023-24: (As of 6/3/24) 6.7% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 85.0% | 2020-21: (2021 Dashboard) 100.0% | 2021-22: (2022 Dashboard) 96.3%<br><br>2022-23: (As of 5/12/23) 100.0% | 2022-23: (2023 Dashboard) 96.0% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 2.5% | 2021-22: (2022 Dashboard) 2.5%<br><br>2022-23: (As of 5/12/23) 5.7% | 2022-23: (2023 Dashboard) 4.9%<br><br>2023-24: (As of 5/31/24) 0.7% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (CDE DataQuest) 0.0%<br><br>2022-23: (As of 5/12/23) 0.0% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 100.0% Families: 83.3% Staff: 100.0% | 2021-22: Students: 100.0% Families: 95.8% Staff: 100.0% | 2022-23: Students: 100.0% Families: 100.0% Staff: 100.0% | 2023-24: Students: 100.0% Families: 100.0% Staff: 100.0% | 2023-24: Students: 95.0% Families: 80.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21:<br>Students: 79%<br>Families: 98%<br>Staff: 92% | 2021-22:<br>Students: 74.0%<br>Families: 98.0%<br>Staff: 89.0% | 2022-23:<br>Students: 64%<br>Families: 96%<br>Staff: 85% | 2023-24:<br>Students: 70.0%<br>Families: 96.0%<br>Staff: 94.0% | 2023-24:<br>Students: 80%<br>Families: 95%<br>Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020)<br>83% | 2021-22: (Spring 2021 to Fall 2021)<br>97.0% | 2022-23: (Spring 2022 to Fall 2022)<br>92% | 2023-24: (Spring 2023 to Fall 2023)<br>89.16% | 2023-24: (Spring 2023 to Fall 2023)<br>85.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For the 2023-24 school year, MSA-4 successfully aligned its actual implementation with the planned actions under Goal 4, which focuses on fostering connections among students, families, staff, and educational partners. The goal aimed to ensure that all involved parties have access to meaningful engagement opportunities, enhancing a sense of community and connectedness.

All key actions, including the number of Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, were carried out as planned, contributing to increased parental involvement and community engagement. Additionally, the school consistently sent progress reports to parents and maintained a robust schedule of activities and events for parent involvement, all of which met the planned targets.

Other significant measures such as home visits by teachers, chronic absenteeism rates, and the graduation rate also aligned closely with the goals set out. The implementation of these actions contributed effectively to building a nurturing environment that cultivates leadership, advocacy, and collaboration.

The consistent execution of these actions across the board underscores MSA-4's commitment to creating a supportive and inclusive educational environment, directly reflecting the strategic intent of LCAP Goal 4 without any substantive differences between planned and actual activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: There were no budgeted or actual expenditures for this action, indicating that no financial resources were allocated.

Goal 4 Action 2
Budgeted: $123,128
Actual: $123,128
Explanation: The expenditures for this action matched the budgeted amount exactly, demonstrating precise financial planning and effective resource management.

Goal 4 Action 3
Budgeted: $363,097
Actual: $233,402
Explanation: The substantial decrease in actual expenditures compared to the budgeted amount was due to hiring faculty and staff who are in their beginning years of profession. As a result, the costs of salaries, benefits, and insurance for those staff came out less than budgeted at the end of last fiscal year.

Goal 4 Action 4
Budgeted: $500
Actual: $500
Explanation: The expenditures for this action were exactly as budgeted, showing effective adherence to the planned financial outlay.

Goal 4 Action 5
Budgeted: $118,112
Actual: $118,112
Explanation: This action also saw a direct alignment between the budgeted and actual expenditures, indicating accurate forecasting and financial management.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, MSA-4 implemented a series of actions under Goal 4 aimed at enhancing connection and community engagement among students, families, staff, and educational partners. The overall effectiveness of these actions varied, with most achieving the set goals, demonstrating successful outcomes in cultivating a safe and nurturing environment that fosters leadership, advocacy, and collaboration.

2024 LCAP Annual Update for the 2023-24 LCAP for Magnolia Science Academy-4

The school consistently met its goals for the number of Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, which played a crucial role in fostering engagement and providing platforms for feedback.

Numerous activities and events were organized for parent involvement, enhancing the partnership between the school and families and ensuring parents were actively engaged in the school community.

Progress reports were regularly sent to parents, maintaining transparent communication about student progress and school activities.

Home visits by teachers were successfully conducted, exceeding the goal and deepening personal connections with families, which is critical in a supportive educational environment.

High school dropout rates showed progress, while the graduation rate met its targets, indicating effective strategies in keeping students engaged and on track for completion.

Student suspension and expulsion rates met goals, reflecting robust behavior management strategies.

Participation in school experience surveys was high among students, families, and staff, with approval rates also meeting targets, suggesting overall satisfaction with the school's efforts to foster a positive educational experience.

The school did not meet its goal for reducing chronic absenteeism. Despite efforts, this area saw less than anticipated progress, indicating a need for enhanced strategies to address barriers to regular attendance.

In summary, MSA-4's actions under Goal 4 during the LCAP cycle were largely effective, leading to improved community engagement and a stronger sense of connection among all school stakeholders. However, the challenge with chronic absenteeism remains a critical focus area, requiring targeted interventions to ensure all students regularly participate in the educational process. This mixed outcome highlights the school's successes in fostering a connected community while also underscoring the ongoing need for improvement in specific operational areas.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Reflecting on past performance under LCAP Goal 4, MSA-4 plans to retain most elements aimed at fostering community connections but will introduce new strategies to improve Average Daily Attendance (ADA) and reduce chronic absenteeism. The school will implement targeted outreach programs for at-risk students and families, and may introduce incentives to encourage consistent attendance. Additionally, enhanced communication efforts with parents will provide support and resources to help overcome attendance barriers. These changes aim to build on existing successes while addressing areas needing improvement, ensuring a supportive environment that promotes regular school attendance.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| Magnolia Science Academy-4 | Musa Avsar<br>Principal | mavsar@magnoliapublicschools.org<br>(310) 473-2464 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 4 (MSA-4) is a STEAM-focused state-authorized charter school in Los Angeles, CA, serving students in grades 9-12. MPS opened Magnolia Science Academy 4 (MSA-4) in the fall of 2008. MSA-4 operates as a site based school that is designed to meet the needs of the students within the boundaries of Los Angeles Unified School District (LAUSD), the school has achieved an increasing trend of academic success and demonstrated organizational and financial stability. The Board of MPS consistently strives to ensure that MSA-4 offers a successful educational model with fidelity.

Magnolia Public Schools (MPS) formerly known as the Magnolia Educational & Research Foundation, is a non-profit organization established in 1997. The founders, a group of active community members and educators in Southern California, aspired to improve educational opportunities in underserved communities. The vision of the Foundation was to inspire students to pursue career paths in science, mathematics, and technology.

In 1998, MPS began organizing volunteer tutors for middle and high schools in math, science, and technology through their partnerships with local universities in Southern California. In 1999, it organized and implemented a joint program with the Culver City Unified School District to provide tutoring for students throughout the city and later expanded the program to include the San Fernando Valley. These programs resulted in a collaborative effort with school districts to develop partnerships to support educational initiatives. In the fall of 2002, MPS established its first charter school, Magnolia Science Academy -1 Reseda (MSA 1) in the San Fernando Valley. Since then, MPS has established or acquired eleven successful charter schools throughout California that provide innovative and high-quality STEAM education, predominately serving low-income neighborhoods.

MSA-4 strives to provide its students with a rigorous, Common Core Standards-based educational program within a culture that embraces diversity and innovation. Classroom instruction at MSA-4 is supplemented by tutoring, peer mentoring, after-school programs, and school-to-university connections. Most recently, our school joined the California Interscholastic Federation (CIF), allowing students to participate in sports to maintain a healthy balance between academics and physical health. MSA-4 has created a supportive and caring environment with small classes with strong student, parent, and teacher communication, improving students' knowledge and skills in core subjects. This

approach aims at increasing students' objective and critical thinking skills and their chances of success in higher education settings and beyond. The school provides students with a comprehensive educational program that cultivates multiple opportunities for students to develop into successful contributing members of society, fulfilling the intent of the California Charter Schools Act.

Our Mission
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college-preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

Our Goals
Our objective through 2027 is to increase students' opportunities and potential for success. It is directly tied to MSA-4's academic and professional development with teachers and strives to empower our students with choice and voice.

By 2027 Magnolia Science Academy-4's graduates will be productive, innovative, and responsible individuals who pursue their passions and educational opportunities and are poised to be change agents within their communities.

In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 has established a culture of gathering input from parents, students, teachers, staff, and community members through multiple channels, including meetings, Town Hall events, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all educational partners are invited to be involved in the school review and improvement process, including the development of our annual LCAP. Informational and input sessions include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, English Language Advisory Committee (ELAC), Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, Staff Meetings, Department Meetings, Grade Level Meetings, and Home Visits. In addition, the school conducts surveys for parents, students, and teachers. Therefore, the LCAP is received by our community as a comprehensive planning tool.

Magnolia Science Academy-4 went through a thorough analysis of the data at hand (SBAC scores, MAP Scores, and teacher feedback based on class data) in an effort to target the areas of need to support growth. The Admin team, staff, and Parent Advisory Committee (PAC) all participate in developing the school-wide areas of the target for this school year. The team devised three goals, and under each goal, all eight state priorities were identified. The three overarching goals are (1) All students will pursue academic excellence and be college/career ready, (2) All students will become independent, innovative scholars, and (3) All students, families, staff, and other educational partners will feel a sense of community and connectedness.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

MSA-4 celebrates our successes around our graduation, reclassification rates, and college acceptance rates.
Our graduation rate continues to be strong. We have maintained a 90% or above rate for the last three years and are on track to maintain that rate for the upcoming year. This is an area of considerable pride for us in that we often enroll students with credit deficiencies and/or other challenges and manage to support them as they progress toward academic and social success. We seek out opportunities for them to complete coursework in an expeditious manner through Edgenuity. This online platform allows students to work at an accelerated rate to complete credit recovery courses. Our students know that we will support them in what they need. For the last three years, a high rate of each graduating class from Magnolia Science Academy - 4 has met the UC/CSU A-G requirements. Our UC/CSU completion rate has been higher than both LAUSD and state averages in the past three years. MSA-4 has made it its mission that every graduate be prepared for and able to attend their college of choice. Because of this mission, our high school graduation requirements align with the UC/CSU A-G courses so that each student can attend a four-year university.

MSA-4 celebrates the fact that we have actively created a college-going culture. As a result, our college acceptance rate has been fairly strong over the last three years.

MSA-4 has maintained a high college acceptance rate when compared to State and District averages. Our college acceptance rate fluctuates, but at least 50% of our students get accepted to 4-year colleges. Our college acceptance rate for 2-year or 4-year colleges has been 100%, and 100% of our students got accepted to 4-year colleges as of June 2024.

Our faculty and staff have been working diligently over the past three years to increase student achievement and prepare students for the Smarter Balanced Assessment Consortium (SBAC) end-of-year assessments. One of our goals is to attend to the needs of our numerically significant subgroups, which include our Hispanic or Latino population (86%), English Learners (25.6%), and our socioeconomically disadvantaged students (96%).

English Language Arts (ELA) Performance:
The historical SBAC proficiency rates for ELA at MSA-4 demonstrate a significant upward trend over the past few years. In 2019, only 27.12% of students met or exceeded the standards. This figure steadily increased, reaching 37.50% in 2022, and further improving to 44.44% in 2023. The most recent data from 2024 shows a continued positive trajectory with 47.46% of students meeting or exceeding the standards. This consistent improvement in ELA scores reflects the effectiveness of targeted strategies such as the implementation of a school-wide ACE writing program, the use of MyON reading program during Advisory, and the introduction of rigorous grade-level content in ELA classes. Additionally, focused interventions for English Language Learners (ELL) and intensive ELD support have contributed to these positive outcomes.

Mathematics Performance:

The proficiency rates in mathematics present a more complex picture, with significant fluctuations over the years. In 2019, only 8.47% of students met or exceeded the standards. This rate increased to 25.00% in 2022 but declined to 11.11% in 2023. However, the latest data from 2024 shows a slight improvement, with 15.25% of students meeting or exceeding the standards.

Despite the improvement from 2023 to 2024, the math scores highlight an ongoing challenge. To address this, we have implemented several strategies, such as targeted pull-outs during Study Hour, IXL Math skill practice during Advisory, rigorous daily class instruction, before and after-school tutoring, and Saturday school support for struggling students. These interventions are designed to provide additional support and ensure that all students have the opportunity to improve their math skills.

Targeted Interventions and Continuous Improvement:
Our dashboard data indicates that socioeconomically disadvantaged students, students with disabilities, and Hispanic students are our greatest areas of need. Targeted intervention groups formed using internal MAP Growth data, teacher observations, and formative assessments have been crucial in addressing these needs. These groups receive support during study hour classes, before- and after-school tutoring, and Saturday school. The intervention groups are revisited quarterly, and adjustments are made based on student progress.

Overall, MSA-4 has made significant strides in improving ELA proficiency rates and continues to work on enhancing math performance. The upward trend in ELA results and the recent improvement in math scores demonstrate the effectiveness of our current strategies. We will continue to refine and implement these strategies, focusing on targeted interventions to ensure all students have the opportunity to succeed. By addressing the specific needs of our diverse student population and continuously evaluating our approaches, we aim to achieve even greater academic success in the coming years.

Based on MAP data from the past year, all tested grade levels demonstrated growth from Fall to Spring in both reading and mathematics, as evidenced by average RIT scores. During the 2023-24 school year, there was a positive increase in RIT points across all grade levels for both Math and ELA, indicating student progress. While this growth is promising, we aim to achieve even higher levels of improvement in both subjects from Fall to Spring. Our ongoing efforts focus on equipping students with the strategies, skills, and tools necessary to excel in computer-based assessments, ensuring that their true abilities and areas of need are accurately reflected in the test results.

Additionally, our ELD Coordinator and teachers have diligently administered the Initial and Annual ELPAC assessments to determine students' English Language Status or Proficiency levels. The 2023-24 ELPAC test results revealed that 70% of EL students showed growth, and 19% of our EL students are eligible for reclassification as of June 2024. These results highlight the effectiveness of our English Language Development program and our commitment to supporting EL students in achieving language proficiency and academic success.


CHALLENGES

This year, MSA-4 is maintaining its focus on overall student data, with a heightened emphasis on mathematics, as this area remains a significant challenge. Our primary objective is to improve the proficiency rate from the current 35%.

To achieve this, MSA-4 will continue leveraging IAB (Interim Assessment Block) data to monitor student progress and implement more targeted instruction and interventions.

We have seen an increase in overall satisfaction among both students and staff. MSA-4 continues to implement PBIS (Positive Behavior Interventions and Supports) and MTSS (Multi-Tiered Systems of Support), and we will continue to provide professional development for staff in these areas.

Recognizing the ongoing need to enhance student performance in ELA and Math, we have set a goal to decrease the number of students not meeting standards by 9% over the next three years. Students requiring additional support are enrolled in enrichment classes, after-school tutoring, and Saturday school, where they receive targeted interventions. Progress is closely monitored, and students may switch electives once they achieve sufficient gains toward proficiency.

Dashboard data highlights that our socioeconomically disadvantaged students, students with disabilities, and Hispanic populations require the most support. Intervention groups were established at the beginning of the year using internal MAP Growth data and are provided support during study hours, after-school sessions, and Saturday school. These groups are reassessed quarterly, and adjustments are made based on student progress.

Various factors influence our ELL students' progress. These students come from diverse backgrounds and face numerous classroom challenges. Some are newcomers to the country, while others have lacked effective literacy instruction, hindering their mastery of English content. Many of our ELL students also have specific learning disabilities. Despite these challenges, we strive to offer comprehensive support to all students to aid their English language proficiency. Although not required, we provide a daily designated EL class for high school students to further support their learning needs.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | At MSA-4, engaging parents in the development of the Local Control and Accountability Plan (LCAP) is a priority. We ensure diverse representation by including parents of students with disabilities, English Learners, and socioeconomically disadvantaged students in our Parent Advisory Committee (PAC). Throughout the school year, we hold eight PAC meetings where parents provide valuable feedback that shapes the LCAP. Additionally, parents participate in English Learner Advisory Committee (ELAC) meetings, where their input is crucial in addressing the needs of English Learners. These meetings foster open communication and ensure that parents' voices and concerns are addressed in our planning process. |
| Students | Students also play a crucial role in the development of the LCAP at MSA-4. We have student representatives as part of our PAC meetings, ensuring that their perspectives and experiences are considered. By including students, we ensure that the LCAP reflects their needs and aspirations, creating a more inclusive and supportive educational environment. Students also participate in ELAC meetings, providing their insights on the challenges and needs of English Learners, further enriching the LCAP development process. |
| Teachers | Teachers and staff are actively involved in the LCAP development through their participation in weekly staff meetings. During these meetings, they discuss various aspects of the LCAP, providing insights based on their classroom experiences and professional expertise. This regular engagement ensures that the LCAP is informed by those who directly implement it, leading to more effective |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | and practical strategies. Teachers and staff also contribute to ELAC meetings, offering their perspectives on instructional strategies and support mechanisms for English Learners. |
| School administrators | School administrators are integral to the LCAP development process. They participate in both PAC and staff meetings, contributing to discussions and decisions about the LCAP. Additionally, the development of the LCAP is a recurring topic during weekly administrative meetings. This continuous dialogue among administrators ensures that the LCAP aligns with the school's overall vision and operational goals. Administrators also attend ELAC meetings, helping to ensure that the needs of English Learners are considered in the broader context of school planning and resource allocation. |
| Other school personnel | Teachers and staff are actively involved in the LCAP development through their participation in weekly staff meetings. During these meetings, they discuss various aspects of the LCAP, providing insights based on their classroom experiences and professional expertise. This regular engagement ensures that the LCAP is informed by those who directly implement it, leading to more effective and practical strategies. Teachers and staff also contribute to ELAC meetings, offering their perspectives on instructional strategies and support mechanisms for English Learners. |
| SELPA | The Special Education Local Plan Area (SELPA) plays a vital role in the LCAP development process by providing input through the Special Education (SPED) department during administrative and staff meetings. This collaboration ensures that the needs of students with disabilities are adequately addressed in the LCAP. SELPA representatives contribute their expertise, helping to shape strategies and interventions that support the academic and social-emotional growth of students with special needs. Their feedback and recommendations are integral to creating an inclusive and supportive educational environment. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The process for developing, implementing, and monitoring the schoolwide action plan aligned with LCAP (Local Control and Accountability Plan) goals at Magnolia Science Academy-4 is a well-structured and comprehensive approach that spans the entire academic year. It begins

with a thorough review of the previous year's LCAP progress to identify necessary changes and ensure the provision of basic services. These foundational services include teacher assignments, instructional materials, technology access, and safe facilities, forming the basis upon which the LCAP goals are built.

Throughout the year, we engage in crucial activities involving in-depth data analysis using a variety of assessments, such as CAASPP and MAP tests, Student Progress Reports, and IAB results. SMART goals are established collaboratively with department chairs, and regular progress updates are presented to the School Leadership Team (SLT) and various educational partners.

Public engagement is a significant focus, with presentations to educational partners, parent meetings, and public hearings ensuring that the community is informed and involved. The process culminates in presenting the final LCAP to the Board for approval and submission to authorizers, ensuring transparency and accountability in achieving the school's goals and outcomes.

In sum, Magnolia Science Academy-4's LCAP process is a holistic and collaborative approach rooted in data analysis, strategic goal-setting, and community involvement, all aimed at achieving the school's objectives and delivering a high-quality education to its students.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 93.8% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) |  |  |  |  |  |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 |  |  | 2026-27: 0 |  |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 33% |  |  | 2026-27: (Fall 2025 to Fall 2026) >= 80% |  |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 97.0% |  |  | 2026-27: >= 95.0% |  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $12,300.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $98,600.13 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and copier fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| 1.3 | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. | $260,184.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $9,000.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $252,968.65 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 98% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 74% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 44.44% <br>• English Learners: * <br>• Socioeconomically Disadvantaged: 44.44% | | | 2025-26: <br>• All Students: >= 47.00% <br>• English Learners: * <br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | <ul><li>Students with Disabilities: *</li><li>Asian: *</li><li>Hispanic: 43.75%</li><li>White: *</li></ul> | | | Disadvantaged: >= 47.00%<ul><li>Students with Disabilities: *</li><li>Hispanic: >= 47.00%</li><li>White: *</li></ul> | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<ul><li>All Students: 15.4 points below standard</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 15.4 points below standard</li><li>Students with Disabilities: *</li><li>Asian: *</li><li>Hispanic: 15.8 points below standard</li><li>White: *</li></ul> | | | 2025-26: (2026 Dashboard)<ul><li>All Students: 5.0 points below standard</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 5.0 points below standard</li><li>Students with Disabilities: *</li><li>Hispanic: 5.0 points below standard</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 80.2%<br>• English Learners: 78.9%<br>• Socioeconomically Disadvantaged: 78.8%<br>• Students with Disabilities: 66.7%<br>• Hispanic: 79.5%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 3.89 (CGP: 100th percentile)<br>• English Learners: CGI: 0.00 (CGP: 79th percentile)<br>• Socioeconomically Disadvantaged | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | : CGI: 3.81 (CGP: 100th percentile) <br>• Students with Disabilities: * <br>• Hispanic: CGI: 3.86 (CGP: 100th percentile) <br>• White: * | | | percentile) <br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) <br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) <br>• Hispanic: CGI >= 0 (CGP >= 50th percentile) <br>• White: * | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 11.11% <br>• English Learners: * <br>• Socioeconomically Disadvantaged: 11.11% | | | 2025-26: <br>• All Students: >= 20.00% <br>• English Learners: * <br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | <ul><li>Students with Disabilities: *</li><li>Asian: *</li><li>Hispanic: 31.5%</li><li>White: *</li></ul> | | | <ul><li>Disadvant aged: >= 20.00%</li><li>Students with Disabilitie s: *</li><li>Hispanic: >= 33.00%</li><li>White: *</li></ul> | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <ul><li>All Students: 136.1 points below standard</li><li>English Learners: *</li><li>Socioeconomic ally Disadvantaged : 136.1 points below standard</li><li>Students with Disabilities: *</li><li>Asian: *</li><li>Hispanic: 138.4 points below standard</li><li>White: *</li></ul> | | | 2025-26: (2026 Dashboard) <ul><li>All Students: 95.0 points below standard</li><li>English Learners: *</li><li>Socioecon omically Disadvant aged: 95.0 points below standard</li><li>Students with Disabilitie s: *</li><li>Hispanic: 95.0</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | | | | | points below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 74.7%<br>• English Learners: 73.7%<br>• Socioeconomically Disadvantaged: 73.3%<br>• Students with Disabilities: 71.4%<br>• Hispanic: 73.8%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth | 2023-24: (Fall to Spring)<br>• All Students: CGI: 4.58 (CGP: 100th percentile)<br>• English Learners: CGI: 0.00 (CGP: 50th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | norms (Source: NWEA MAP) | <ul><li>Socioeconomically Disadvantaged: CGI: 4.07 (CGP: 100th percentile)</li><li>Students with Disabilities: *</li><li>Hispanic: CGI: 4.66 (CGP: 100th percentile)</li><li>White: *</li></ul> | | | <ul><li>CGI >= 0 (CGP >= 50th percentile)</li><li>Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)</li><li>Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)</li><li>Hispanic: CGI >= 0 (CGP >= 50th percentile)</li><li>White: *</li></ul> | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 | 2022-23: (2023 Dashboard) 61.1% | | | 2025-26: (2026 Dashboard) >= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (ELP) between prior and current year (Source: CA School Dashboard) | | | | | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 27.8% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 11.11% <br>• English Learners: * <br>• Socioeconomically Disadvantaged: 11.11% <br>• Students with Disabilities: * <br>• Hispanic: 12.5% | | | 2025-26: <br>• All Students: >= 30.00% <br>• English Learners: * <br>• Socioeconomically Disadvantaged: >= 30.00% <br>• Students with Disabilities: * <br>• Hispanic: >= 30.00% <br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $753,143.38 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $5,131 | $24,131.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Teacher & admin stipends for Study Hour & Saturday school Resource: Title I, Part A; Amount: $50,932.31<br>• NWEA MAP testing fees: Resource: Title I, Part A; Amount: $17,234.5<br>• Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $5,000 | $265,257.23 | Yes |
| **2.4** | Designated and integrated ELD | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA | $0.00 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-4

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | programs and support for ELs | ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator stipend.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| 2.5 | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least | $255,877.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

> Priority 7: Course Access (Conditions of Learning)
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

> It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 13% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 90% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 72.0% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 44.44% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 11.11% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 58.3% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 16.0% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 36.0% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 96.0% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 0.00% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 47.8% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 46.7% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 52.2% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: | $145,133.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $16,218.33 | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. | $9,790.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $181,957.75 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 8 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 8 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 22 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 29.3% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 89.60% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) N/A% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: N/A | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 4.2% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 96.0% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 4.9% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 100.0% Families: 100.0% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 70.0% Families: 96.0% Staff: 94.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 75% Families: 95% Staff: 100% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 89.16% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $126,944.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• ParentSquare software fees: Resource: Title I, Part A: Amount: $600<br>• Home Visit Compensation: Resource: Title I, Part A: Amount: $4,236.75 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds: | $276,079.90 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Additional services for homeless students: Resource: Title I, Part A; Amount: $1,145 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services: 3010 Title 1: $500 | $500.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. | $125,570.63 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$601,223 | $44,247 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 28.129% | 1.493% | $17,697.52 | 29.622% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.4** | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | <ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| 2.2 | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br><ul><li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. |   TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | **Scope:**<br>　LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) <br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) <br>• Percentage of cohort graduates who have successfully completed both |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>   LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>- Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>- Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | <ul><li>Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)</li><li>Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-4 will utilize the concentration grant add-on funds ($44,247) in the following manner:

MSA-4 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $2,137,405 | $601,223 | 28.129% | 1.493% | 29.622% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,878,934.60 | $787,793.18 | $4,790.00 | $126,193.89 | $2,797,711.67 | $1,958,349.39 | $839,362.28 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $12,300.00 | $12,300.00 | | | | $12,300.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $98,600.13 | $66,600.13 | $32,000.00 | | | $98,600.13 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $16,129.00 | $244,055.00 | $260,184.00 | | | | $260,184.00 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $9,000.00 | $9,000.00 | | | | $9,000.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $252,968.65 | $234,062.65 | $18,906.00 | | | $252,968.65 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $743,143.38 | $10,000.00 | $581,686.41 | $171,456.97 | | | $753,143.38 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $24,131.00 | $3,000.00 | $16,000.00 | | $5,131.00 | $24,131.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $242,022.73 | $23,234.50 | $130,225.40 | $61,865.02 | | $73,166.81 | $265,257.23 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $216,192.00 | $39,685.00 | $123,114.34 | $107,566.66 | | $25,196.00 | $255,877.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $135,133.00 | $10,000.00 | $128,914.67 | | | $16,218.33 | $145,133.00 | |

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| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $9,790.00 | $5,000.00 | | $4,790.00 | | $9,790.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $114,964.75 | $66,993.00 | $173,464.75 | $8,493.00 | | | $181,957.75 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $119,344.00 | $7,600.00 | $122,107.25 | | | $4,836.75 | $126,944.00 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $264,849.90 | $11,230.00 | $10,000.00 | $264,934.90 | | $1,145.00 | $276,079.90 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $500.00 | | | | $500.00 | $500.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $106,570.63 | $19,000.00 | $19,000.00 | $106,570.63 | | | $125,570.63 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $2,137,405 | $601,223 | 28.129% | 1.493% | 29.622% | $600,987.07 | 0.000% | 28.118 % | **Total:** | $600,987.07 |
| | | | | | | | | **LEA-wide Total:** | $600,987.07 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $9,000.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $3,000.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $130,225.40 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $0.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $128,914.67 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |

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| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $5,000.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $173,464.75 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $122,107.25 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $19,000.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $2,990,343.00 | $2,814,085.56 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Teacher assignments and credentials | No | $10,300 | $12,300.00 |
| **1** | **1.2** | Instructional materials and technology | No | $134,794 | $134,793.59 |
| **1** | **1.3** | Clean and safe facilities that support learning | No | $281,184 | $314,184.00 |
| **1** | **1.4** | Healthy and nutritious meals | Yes | $9,000 | $9,000.00 |
| **1** | **1.5** | Well-orchestrated Home Office support services | No | $277,968 | $277,968.22 |
| **2** | **2.1** | Broad course of study and standards-based curriculum | No | $739,123 | $708,528.03 |
| **2** | **2.2** | Professional development for high-quality instruction | Yes | $24,131 | $24,131.00 |
| **2** | **2.3** | MTSS - Academic enrichment, intervention, and student support | Yes | $261,839 | $257,583.60 |
| **2** | **2.4** | Designated and integrated ELD programs | Yes | | |
| **2** | **2.5** | Support for students with disabilities | No | $249,945 | $249,945.08 |
| **3** | **3.1** | College/Career readiness programs and activities | Yes | $143,765 | $97,051.82 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $89,907 | $89,907.27 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $163,549 | $163,549.32 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $123,129 | $123,128.84 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $363,097 | $233,402.51 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $500 | $500.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $118,112 | $118,112.28 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $521,293 | $350,229.55 | $503,595.48 | ($153,365.93) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $9,000.00 | $9,000.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $2,000.00 | $3,000.00 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $126,593.90 | $126,593.90 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $5,000.00 | $86,594.02 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.00 | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $5,000.00 | $5,000.00 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $13,500.00 | $58,500 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $118,292.09 | $118,292.09 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $56,342.56 | $77,615.47 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $500.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $14,000.00 | $19,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $1,185,447 | $521,293 | 0.000% | 43.974% | $503,595.48 | 0.000% | 42.481% | $17,697.52 | 1.493% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-4

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

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is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

  ▪ The reasons for the ineffectiveness, and

  ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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○ The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  ○ The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  ○ The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 5

CDS Code: 19-10199-0137679

School Year: 2024-25

LEA contact information:

Ali Kaplan

Principal

akaplan@magnoliapublicschools.org

(818) 705-5676

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$3,501,133
71 %

All other state funds,
$1,019,714 , 21%

All federal funds,
$341,709 , 7%

All local funds,
$41,713 , 1%

LCFF supplemental &
concentration grants,
$971,366 , 20%

All Other LCFF funds,
$2,529,767 , 51%

This chart shows the total general purpose revenue Magnolia Science Academy 5 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 5 is $4,904,269, of which $3,501,133 is Local Control Funding Formula (LCFF), $1,019,714 is other state funds, $41,713 is local funds, and $341,709 is federal funds. Of the $3,501,133 in LCFF Funds, $971,366 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $4,852,675 | Total Budgeted Expenditures in the LCAP $4,852,675 |

This chart provides a quick summary of how much Magnolia Science Academy 5 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 5 plans to spend $4,852,675.12 for the 2024-25 school year. Of that amount, $4,852,675.12 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 5 is projecting it will receive $971,366 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 5 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy 5 plans to spend $1,214,948.12 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $747,442

□ Actual Expenditures for High Needs Students in LCAP — $739,622

(x-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000)

This chart compares what Magnolia Science Academy 5 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what  Magnolia Science Academy 5 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 5's LCAP budgeted $747,442.26 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 5 actually spent $739,621.55 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-7,820.709,999,999,963 had the following impact on Magnolia Science Academy 5's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 5 used applicable (if not all) state, federal, and local funds including, but not limited  to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 5 | Ali Kaplan<br>Principal | akaplan@magnoliapublicschools.org<br>(818) 705-5676 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 93.0% | 2021-22: (Spring 2021 to Fall 2021) 93% | 2022-23: (Fall 2021 to Fall 2022) 75%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 60% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.0% | 2021-22: (As of 5/12/22) 94.8% | 2022-23: (As of 5/12/23) 95.8% | 2023-24: (As of 12/15/23) 95.3% | 2023-24: 97.0% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

MSA-5 has met number of metrics in Goal1. Teacher retention will be an area of focus to sustain the consistency in staffing.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $17,755
Actual: $17,755
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $310,157
Actual: $310,157
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $357,165
Actual: $357,165
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $24,360
Actual: $24,360
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $347,839
Actual: $347,839
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MSA-5's Budgeted Expenditures and Estimated Actual Expenditures are matching.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The actions and budgetary plans have been effective. MSA-5 has plans to improve staff satisfaction in order to improve the retention.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 95% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 95% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 98% | 2021-22: (As of 5/13/22) 94.8% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 88% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 73% | 2021-22: (First semester) 90% | 2022-23: (First semester) 70% | 2023-24: (First semester) 62% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 73.9 | 2021-22: (As of 5/13/22) 91.7 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 75.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 46.96%<br>• English Learners: 6.12%<br>• Socioeconomically Disadvantaged: 47.83%<br>• Students with Disabilities: 17.39%<br>• Homeless: 41.67%<br>• Hispanic: 47.44% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 45.34%<br>• English Learners: 8.89%<br>• Socioeconomically Disadvantaged: 43.36%<br>• Students with Disabilities: 29.17%<br>• Hispanic: 43.36%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23:<br>• All Students: 45.04%<br>• English Learners: 12.0%<br>• Socioeconomically Disadvantaged: 42.86%<br>• Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 43.36%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 35.88% | 2022-23:<br>• All Students: 50.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 50.00%<br>• Students with Disabilities: 2.200%<br>• Homeless: 46.00%<br>• Hispanic: 50.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 47.02%</li><li>English Learners: 9.09%</li><li>Students with Disabilities: 37.50%</li><li>Hispanic: 45.11%</li><li>White: 50.00%</li></ul>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 45.98%</li></ul> | CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 44.00%</li><li>English Learners: 21.88%</li><li>Students with Disabilities: 41.18%</li><li>Hispanic: 41.90%</li><li>White: 33.33%</li></ul>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 47.31%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 11.5 points below standard</li><li>English Learners: 43.3 points</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the | 2021-22: (2022 Dashboard)<ul><li>All Students: 2.8 points below standard</li><li>English Learners: 50.4 points</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 0.5 points above standard</li><li>English Learners: 54.2 points</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 5.0 points below standard</li><li>English Learners: 37.0 points</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | below standard<br>• Socioeconomically Disadvantaged: 13.1 points below standard<br>• Students with Disabilities: 72.7points below standard<br>• Homeless: 23.7 points below standard<br>• Hispanic: 13.1 points below standard | Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 85.0%<br>• English Learners: 88.4%<br>• Students with Disabilities: 86.7%<br>• Hispanic: 86.9%<br>• White: N/A | below standard<br>• Socioeconomically Disadvantaged: 9.2 points below standard<br>• Students with Disabilities: 33.5 points below standard<br>• Homeless: *<br>• Hispanic: 8.2 points below standard | below standard<br>• Socioeconomically Disadvantaged: 3.4 points below standard<br>• Students with Disabilities: 35.9 points below standard<br>• Asian: *<br>• Hispanic: 2.7 points below standard<br>• White: * | below standard<br>• Socioeconomically Disadvantaged: 7.0 points below standard<br>• Students with Disabilities: 66.0 points below standard<br>• Homeless: 17.0 points below standard<br>• Hispanic: 7.0 points below standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 60.4%<br>• English Learners: 59.0%<br>• Socioeconomically | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 85.0%<br>• English Learners: 88.4% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 54.4%<br>• English Learners: 63.6% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 85.5%<br>• English Learners: 86.0% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 65.0%<br>• Socioeconomically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 59.4%<br>• Students with Disabilities: 56.3%<br>• Hispanic: 62.7%<br>• White: 45.5% | • Socioeconomically Disadvantaged: 83.0%<br>• Students with Disabilities: 86.7%<br>• Hispanic: 86.9%<br>• White: N/A | • Socioeconomically Disadvantaged: 52.5%<br>• Students with Disabilities: 61.5%<br>• Hispanic: 53.1%<br>• White: 60.00% | • Socioeconomically Disadvantaged: 79.3%<br>• Students with Disabilities: 93.1%<br>• Hispanic: 85.3%<br>• White: * | Disadvantaged: 65.0%<br>• Students with Disabilities: 65.0%<br>• Hispanic: 65.0%<br>• White: 65.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 38.67%<br>• English Learners: 10.02%<br>• Socioeconomically Disadvantaged: 38.51%<br>• Students with Disabilities: 30.44%<br>• Homeless: 41.67%<br>• Hispanic: 37.82% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP | 2021-22:<br>• All Students: 22.36%<br>• English Learners: 13.33%<br>• Socioeconomically Disadvantaged: 18.18%<br>• Students with Disabilities: 12.50%<br>• Hispanic: 20.28%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2022-23:<br>• All Students: 34.29%<br>• English Learners: 26.47%<br>• Socioeconomically Disadvantaged: 35.20%<br>• Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 34.17%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 62.20% | 2022-23:<br>• All Students: 41.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 41.00%<br>• Students with Disabilities: 33.00%<br>• Homeless: 43.00%<br>• Hispanic: 41.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 14.47%<br>• English Learners: 1.92%<br>• Students with Disabilities: 4.17%<br>• Hispanic: 13.48%<br>• White: 12.50%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 45.98% | percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 25.36%<br>• English Learners: 16.28%<br>• Students with Disabilities: 11.76%<br>• Hispanic: 22.88%<br>• White: 22.22%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 42.39% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA | 2018-19: (2019 Dashboard)<br>• All Students: 17.9 points below standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, | 2021-22: (2022 Dashboard)<br>• All Students: 67.0 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 49.4 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 11.0 points below standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School Dashboard (Source: CA School Dashboard) | <ul><li>English Learners: 43.5 points below standard</li><li>Socioeconomically Disadvantaged: 18.6 points below standard</li><li>Students with Disabilities: 58.0 points below standard</li><li>Homeless: 26.2 points below standard</li><li>Hispanic: 21.6 points below standard</li></ul> | the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 81.5%</li><li>English Learners: 86.2%</li><li>Students with Disabilities: 87.1%</li><li>Hispanic: 79.8%</li><li>White: N/A</li></ul> | <ul><li>English Learners: 100.6 points below standard</li><li>Socioeconomically Disadvantaged: 75.1 points below standard</li><li>Students with Disabilities: 92.1 points below standard</li><li>Homeless: *</li><li>Hispanic: 74.0 points below standard</li></ul> | <ul><li>English Learners: 52.1 points below standard</li><li>Socioeconomically Disadvantaged: 49.4 points below standard</li><li>Students with Disabilities: 69.8 points below standard</li><li>Asian: *</li><li>Hispanic: 53.3 points below standard</li><li>White: *</li></ul> | <ul><li>English Learners: 37.0 points below standard</li><li>Socioeconomically Disadvantaged: 12.0 points below standard</li><li>Students with Disabilities: 50.0 points below standard</li><li>Homeless: 20.0 points below standard</li><li>Hispanic: 15.0 points below standard</li></ul> |
| Percentage of students meeting their growth targets on the Measures of | 2020-21:<ul><li>All Students: 59.3%</li></ul> | Fall 2021 to Spring 2022 MAP Mathematics - Percent | Fall 2022 to Spring 2023 MAP Mathematics - Percent | Fall 2023 to Spring 2024 MAP Mathematics - Percent | 2023-24:<ul><li>All Students: 70.0%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | • English Learners: 59.1%<br>• Socioeconomically Disadvantaged: 59.0%<br>• Students with Disabilities: 65.6%<br>• Hispanic: 59.2%<br>• White: 72.7% | Met Growth Projection:<br>• All Students: 81.5%<br>• English Learners: 86.2%<br>• Socioeconomically Disadvantaged: 79.9%<br>• Students with Disabilities: 87.1%<br>• Hispanic: 79.8%<br>• White: N/A | Met Growth Projection:<br>• All Students: 68.5%<br>• English Learners: 70.0%<br>• Socioeconomically Disadvantaged: 67.3%<br>• Students with Disabilities: 79.2%<br>• Hispanic: 68.9%<br>• White: 60.0% | Met Growth Projection:<br>• All Students: 86.6%<br>• English Learners: 86.2%<br>• Socioeconomically Disadvantaged: 87.4%<br>• Students with Disabilities: 82.8%<br>• Hispanic: 85.3%<br>• White: * | • English Learners: 70.0%<br>• Socioeconomically Disadvantaged: 70.0%<br>• Students with Disabilities: 70.0<br>• Hispanic: 70.0%<br>• White: 75.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 56.3% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 22.37%<br>• Level 3: 39.47%<br>• Level 3: 9.21% | 2021-22: (2022 Dashboard) 67.7% | 2022-23: (2023 Dashboard) 63.2% | 2022-23: (2023 Dashboard) 57.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Level 1: 21.05% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 4.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2021 ELPAC Percentage of Students Level 4: 22.37% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 22.08% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 28.75% | 2023-24: 13.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 11.54%<br>• English Learners: 0.00%<br>• Students with Disabilities: 11.63%<br>• Hispanic: 9.30% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 14.41%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 11.76%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 13.13% | 2022-23:<br>• All Students: 13.73%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.63%<br>• Students with Disabilities: *<br>• Hispanic: 13.33% | 2022-23:<br>• All Students: 16.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 16.00%<br>• Hispanic: 16.00% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The data indicates that the planned actions were largely effective in achieving the desired outcomes. In the previous year, the school maintained a high level of program and service delivery, ensuring equitable access for all students. Classroom observations completion is at 88% currently, closed to the desired 100%.Percentage of students with grades "C" or better in core subjects dropped to 62%, below the desired 80%. MAP-Reading and MAP-Mathematics assessments showed a decline in the percentage of students meeting growth targets. Distance from Standard (DFS) on CAASPP assessments showed improvement but did not meet the desired outcomes. However, challenges were observed in classroom observations and student performance in core subjects and standardized tests. Percentage of programs and services provided consistently remained high, close to the desired 100%. Access to programs and services for unduplicated students and individuals with exceptional needs was consistently met. State standards implementation for all students was maintained at 100%. The percentage of students meeting or exceeding the CAASPP-ELA/Literacy standards met the desired outcome of 50%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $931,603
Actual: $979,803
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $47,697
Actual: $47,697
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $459,153
Actual: $459,153
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $85,297
Actual: $85,297

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $567,891
Actual: $563,999
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The percentage of students meeting or exceeding standards on the CAASPP-ELA/Literacy assessments reached the desired outcome of 50% by 2022-23. The Distance from Standard (DFS) also showed improvement, with students performing above the standard in Year 2. The percentage of students receiving a grade of "C" or better in core subjects decreased to 62% in Year 3, which is below the desired 80%. This indicates that additional support and interventions are needed to improve student performance in core subjects.

MAP Assessments: The percentage of students meeting growth targets on MAP assessments showed a significant decline. In MAP-Reading, the percentage dropped to 36.9% (fall to fall) in Year 3, far below the desired 65%. Similarly, MAP-Mathematics saw a drop to 42.5%, indicating that the actions taken were not effective in supporting student growth as measured by these assessments. Mathematics Performance: While there was improvement in the percentage of students meeting or exceeding standards on the CAASPP-Mathematics assessments, the outcome of 41% in Year 3 was still below the desired 50%. The DFS for Mathematics showed improvement but did not meet the desired outcome of being only 10 points below standard. MSA-5 will have targeted interventions for core subjects by implementing specific support programs and interventions to help students achieve better grades in core subjects and enhancing MAP Assessment Strategies by developing and implement strategies to support student growth on MAP assessments, including targeted instruction and personalized learning plans.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the analysis of data from the past three years, it is clear that while some areas have seen success, there are critical areas needing improvement. The changes outlined above are designed to address the specific issues identified and to improve the overall effectiveness of our actions in achieving the goal of academic excellence and college/career readiness for all students. These changes are informed by a careful reflection on prior practice and an understanding of the areas that require focused attention and support.

By implementing these changes, MSA-5 aims to enhance the quality of education and support provided to all students, ensuring that they have the resources and opportunities needed to succeed academically and be prepared for their future endeavors.
For Student Performance in Core Subjects;

Issue: The percentage of students receiving a grade of "C" or better in core subjects decreased to 62% in Year 3, below the desired 80%.
Action: Implement targeted interventions and support programs to help students improve their performance in core subjects. This includes additional tutoring, after-school programs, and summer enrichment activities focused on core subjects.
For MAP Assessments:

Issue: The percentage of students meeting growth targets on MAP assessments showed a significant decline. In MAP-Reading, the percentage dropped to 36.9% (fall to fall) in Year 3, far below the desired 65%. Similarly, MAP-Mathematics saw a drop to 42.5%.
Action: Develop and implement strategies to support student growth on MAP assessments. This includes personalized learning plans for students, targeted instruction based on MAP assessment data, and professional development for teachers on using MAP data to inform instruction.
For Mathematics Performance:

Issue: The percentage of students meeting or exceeding standards on the CAASPP-Mathematics assessments was 41% in Year 3, below the desired 50%. The DFS for Mathematics also did not meet the desired outcome of being only 10 points below standard.
Action: Provide additional resources and support for Mathematics instruction. This includes hiring additional math specialists, incorporating more technology and hands-on learning opportunities in math instruction, and offering professional development for teachers focused on effective math teaching strategies.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|--------|-------------|
| **3** | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: N/A | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 48.1% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 72.2% | 2022-23: (2023 Dashboard) 60.5% | 2022-23: (2023 Dashboard) 70.00% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 63.63% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 61.11%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 73.08%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 34.38% | 2022-23: 68.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 55.88%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 32.54% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 77.27%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 60.19% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 54.54% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 19.44%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 62.96%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 53.33% | 2022-23: 60.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 13.89%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 66.25% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 25.93%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 65.00% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 67.9% | 2020-21: 55.0% | 2021-22: 16.2% | 2022-23: 35.6% | 2022-23: 70.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 100.0% | 2020-21: 55.0% | 2021-22: 44.4% | 2022-23: 11.1% | 2022-23: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 8.7% | 2021-22: (As of 5/13/22) 11.1% | 2021-22: (2022 Dashboard) 10.7%<br><br>2022-23: (As of 5/12/23) 55.6% | 2022-23: (As of 5/20/24) 68.0% | 2022-23: (2023 Dashboard) 30.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 100.0% | 2020-21: 81.85%<br><br>2021-22: (As of 5/13/22) 88.9% | 2021-22: (CDE DataQuest) 88.9%<br><br>2022-23: (As of 5/12/23) 94.4% | 2022-23 (CDE DataQuest): 94.3% | 2022-23 (CDE DataQuest): 95.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 34.8% | 2021-22: (As of 5/13/22) 33.3% | 2021-22: (CDE DataQuest) 33.3%<br><br>2022-23: (As of 5/12/23) 33.3% | 2022-23 (CDE DataQuest): 28.6% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 39.1% | 2021-22: (As of 5/13/22) 22.2% | 2021-22: (CDE DataQuest) 22.2%<br><br>2022-23: (As of 5/12/23) 47.2% | 2022-23 (CDE DataQuest): 48.6% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 34.8% | 2021-22: (As of 5/13/22) 48.1% | 2022-23: (As of 5/12/23) 50.0% | 2023-24: (As of 5/20/24) 56.0% | 2023-24: 50.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 78.0% | 2021-22: (As of 5/13/22) 93% | 2022-23: (As of 5/12/23) 100.0% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 95.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 39.0% | 2021-22: (As of 5/13/22) 81% | 2022-23: (As of 5/12/23) 94% | 2023-24: (As of 5/20/24) 100.0% | 2023-24: 50.0% |
| College-Going Rate (Source: CDE DataQuest) | N/A | Class of 2019 data is not available. | Class of 2019: N/A% <br><br> Class of 2020: * | Class of 2021: 34.8% | Class of 2021: 50.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 2% | 2021-22: (As of 5/13/22) 1% | 2022-23: (As of 5/12/23) 6% | 2023-24: (As of 5/20/24) 11% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 86% | 2021-22: (As of 5/13/22) 99% | 2022-23: (As of 5/12/23) 99% | 2023-24: (As of 5/20/24) 97% | 2023-24: 100% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

College Career Indicator (CCI):
Outcome: The actual outcome for CCI in 2023-24 (72.0%) exceeded the desired outcome for Year 3 (70%) and Year 2 (65%).
Implementation: The success can be attributed to effective college counseling and career readiness programs, indicating planned actions were successfully implemented.

CAASPP Assessments:
ELA: The percentage of students meeting or exceeding standards in 11th grade ELA remained stable at 73.08%, above the desired outcome for Year 3 (68%) and Year 2 (66%).
Mathematics: The percentage remained at 62.96% with the junior class, surpassing the desired outcome for Year 3 (60%) and Year 2 (57%). This consistency suggests effective implementation of instructional strategies.

AP Exam Performance:

Outcome: The percentage of AP exam takers with scores of 3 or higher (35.6%) and seniors passing an AP exam during high school (11.1%) were significantly below desired outcomes.
Implementation: These results indicate a gap in the effectiveness of AP preparation programs and highlight the need for additional resources and support for AP students.

College Coursework Completion:
Outcome: The percentage of seniors completing college coursework (68.0%) exceeded both the desired Year 3 (30%) and Year 2 (25%) outcomes.
Implementation: This improvement reflects successful support for dual enrollment and college-level coursework initiatives.

UC/CSU Requirements:
Outcome: The percentage of graduates meeting UC/CSU requirements (100%) exceeded the desired outcomes for Year 3 (95%) and Year 2 (95%).
Implementation: This success highlights effective academic preparation and guidance for college readiness.

Seal of Biliteracy and Golden State Seal Merit Diploma:
Seal of Biliteracy: Achieved 64.0%, significantly higher than the desired outcome for Year 3 (30%).
Golden State Seal: Achieved 48.0%, higher than the desired outcome for Year 3 (30%).
Implementation: These results indicate strong language and academic programs supporting student achievements.

College Acceptance:
Outcome: The percentage of high school completers accepted to a 4-year or 2-year college (100%) and those accepted to a 4-year college (100%) both exceeded desired outcomes.
Implementation: Reflects effective college counseling and preparation programs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $93,809
Actual: $97,899
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $1.06
Actual: $1.06

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $120,863
Actual: $120,863
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $135,506
Actual: $135,506
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $223,125
Actual: $238,885
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

College Career Indicator (CCI):*The enhanced college counseling and career readiness programs significantly improved the percentage of students earning "Prepared" on the CCI. The outcome increased from 60.5% in Year 3 to 72.0% in 2023-24, surpassing the desired outcomes for both Year 3 and Year 2. This indicates that the actions taken to enhance college counseling and readiness programs were highly effective.

CAASPP-ELA and CAASPP-Mathematics Assessments:** Targeted instructional strategies and interventions for Grade 11 students were implemented successfully, resulting in substantial improvements. The percentage of students meeting or exceeding standards in ELA rose to 73.08%, consistently above the desired outcomes. Similarly, in Mathematics, the percentage increased to 62.96%, also exceeding the targets. These results demonstrate that the actions taken to support instructional strategies were effective in improving student performance on CAASPP assessments.

AP Exam Performance: Despite efforts to offer AP preparation courses and study sessions, the percentage of students achieving a score of 3 or higher on AP exams remained significantly below the desired outcomes. The percentage of all AP exam takers scoring 3 or higher was

only 35.6%, and the percentage of seniors passing an AP exam during high school was just 11.1%. These outcomes suggest that the actions taken to support AP exam preparation were ineffective, highlighting the need for more robust support programs.

College Coursework Completion: The promotion of dual enrollment opportunities and support for college coursework proved highly effective. The percentage of seniors completing at least one semester of college coursework rose to 68.0% in 2023-24, well above the desired outcomes for both Year 3 and Year 2. This success indicates that the actions taken to support dual enrollment and college coursework were effective.

UC/CSU Requirements and College Acceptance: Strengthened academic advising and enhanced college application support were highly effective, as reflected in the outcomes. The percentage of graduates meeting UC/CSU requirements increased to 100%, and the acceptance rates to both 4-year and 2-year colleges also reached 100%. These results demonstrate that the actions taken in these areas were highly effective, ensuring strong academic preparation and college readiness.

Seal of Biliteracy and Golden State Seal Merit Diploma: Programs supporting language proficiency and academic excellence were successful. The percentage of graduates earning a Seal of Biliteracy reached 64.0%, and those earning a Golden State Seal Merit Diploma achieved 48.0%, both exceeding the desired outcomes. These results indicate that the actions supporting these achievements were highly effective.

In summary, the specific actions taken under Goal 3 showed varied effectiveness. Actions related to college readiness, dual enrollment, UC/CSU requirements, and language proficiency were highly successful and achieved the desired results. However, actions aimed at improving AP exam performance were ineffective, necessitating enhanced support and preparation programs for AP students. Moving forward, MSA-5 should maintain and build upon the successful strategies while addressing the gaps in AP exam preparation to achieve better outcomes in future LCAP cycles.

Next Steps:
To address the identified gaps, it is essential to implement additional AP tutoring sessions and resources to better prepare students for AP exams. Concurrently, MSA-5 should continue and expand the successful college counseling, dual enrollment, and academic advising programs. Additionally, targeted interventions should be implemented to support students in achieving the Seal of Biliteracy and the Golden State Seal Merit Diploma, ensuring all students have the opportunity to excel and be college/career ready.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways.
Based on the analysis of the past three years, significant changes will be implemented to improve the effectiveness of Goal 3. The current AP preparation courses and study sessions did not yield the desired outcomes, as indicated by the low percentages of students scoring 3 or

higher on AP exams and seniors passing AP exams during high school. The ineffectiveness of the existing support for AP exam preparation was due to a lack of personalized tutoring, inadequate study resources, and insufficient practice opportunities. To address this, a comprehensive AP support program will be implemented, including personalized tutoring, more study materials, intensive review sessions, and teacher training.

Conversely, actions promoting dual enrollment and supporting college coursework were highly effective, with a significant increase in seniors completing college coursework with a grade of C minus or better. The effectiveness of these actions was due to collaboration with local colleges and providing necessary support to students. Therefore, we will expand partnerships with colleges, increase support services, and run awareness campaigns about dual enrollment benefits.

Strengthened academic advising and enhanced college application support were also highly effective, resulting in high percentages of graduates meeting UC/CSU requirements and acceptance rates to colleges. This success can be attributed to comprehensive advising, effective application support, and strong communication. To sustain these actions, we will offer more advising sessions, conduct workshops on applications and financial aid, and increase parent engagement.

Additionally, actions supporting the Seal of Biliteracy and Golden State Seal Merit Diploma were effective, achieving high percentages of students earning these recognitions. We will continue and strengthen these actions by providing more resources for language programs and expanding recognition programs to encourage academic excellence.

In summary, MSA-5 will implement significant changes to improve AP exam preparation and continue successful strategies in dual enrollment, college readiness, and language proficiency programs. These changes aim to address gaps and build on effective practices to ensure all students achieve academic excellence and are well-prepared for college and their future careers. By implementing these new and strengthened approaches, we aim to enhance the overall effectiveness of Goal 3 and achieve better outcomes in the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 5 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 5 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 3 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 8 | 2022-23: (As of 5/12/23) 7 | 2023-24: (As of 5/20/24) 6 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 5 | 2021-22: (As of 5/13/22) 11 | 2022-23: (As of 5/12/23) 19 | 2023-24: (As of 5/20/24) 18 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>11.4% | 2021-22: (As of 5/13/22)<br>34.2% | 2022-23: (As of 5/12/23)<br>43.3% | 2023-24: (As of 5/20/24)<br>29.2% | 2023-24:<br>20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>96.83% | 2021-22: (P-2 ADA)<br>89.26% | 2022-23: (P-2 ADA)<br>90.44% | 2023-24: (P-2 ADA)<br>91.93% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>7.5% | 2021-22: (As of 5/13/22)<br>35.0% | 2021-22: (2022 Dashboard)<br>30.3%<br><br>2022-23: (As of 5/12/23)<br>33.5% | 2022-23: (2023 Dashboard)<br>30.8%<br><br>2023-24: (As of 5/31/24)<br>30.1% | 2022-23: (2023 Dashboard)<br>9.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0.00% | 2023-24: (As of 6/3/24)<br>5.1% | 2023-24:<br>0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20:<br>0.0% | 2020-21:<br>0.0% | 2021-22: (CDE DataQuest)<br>0.00%<br><br>2022-23: | 2022-23: (CDE DataQuest)<br>7.9% | 2022-23: (CDE DataQuest):<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2.8% | 2023-24: (As of 6/3/24) 8.0% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 100.0% | 2020-21: (2021 Dashboard) 100% | 2021-22: (2022 Dashboard) 96.4%<br><br>2022-23: (As of 5/12/23) 100.0% | 2022-23: (2023 Dashboard) 92.3% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 0.4% | 2021-22: (2022 Dashboard) 0.4%<br><br>2022-23: (As of 5/12/23) 2.4% | 2022-23: (2023 Dashboard) 2.3%<br><br>2023-24: (As of 5/31/24) 1.3% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0% | 2021-22: (CDE DataQuest) 0.00%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 98.3% Families: 96.8% Staff: 100.0% | 2021-22: Students:98.7% Families: 70.8% Staff: 100.0% | 2022-23: Students: 100.0% Families: 87.6% Staff: 100.0% | 2023-24: Students: 100.0% Families: 100.0% Staff: 96.3% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 76% Families: 97% Staff: 93% | 2021-22: Students: 70.0% Families: 96.0% Staff: 92.0% | 2022-23: Students: 68% Families: 96% Staff: 93% | 2023-24: Students: 67.0% Families: 96.0% Staff: 80.0% | 2023-24: Students: 75% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 83% | 2021-22: (Spring 2021 to Fall 2021) 75% | 2022-23: (Spring 2022 to Fall 2022) 85% | 2023-24: (Spring 2023 to Fall 2023) 83.25% | 2023-24: (Spring 2023 to Fall 2023) 85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The plan to organize 5 parent engagement activities/events, PAC/ELAC meetings were significantly surpassed, with 18 events being held as of May 2024. This reflects the school's successful efforts to engage parents through a variety of events, showing a proactive approach in organizing diverse activities that contributed significantly to achieving and surpassing the goal. The plan to send 4 progress reports to parents was effectively implemented, ensuring regular communication with parents about student progress.

Teachers were expected to visit 20% of students' homes, but they exceeded this target by visiting 32.4% of students. This demonstrates a strong commitment by teachers to engage with families directly, helping to build stronger relationships and support networks. On the other hand, the Average Daily Attendance (ADA) rate fell short of the 97% target, achieving only 91.93%. This shortfall indicates challenges in maintaining high attendance, likely due to factors such as illness, transportation issues, and engagement levels. More targeted interventions and support mechanisms are needed to address these issues.

The goal was to reduce the chronic absenteeism rate to 9.0%, but the actual rate was 28.8%. This significantly higher rate of chronic absenteeism highlights the ineffectiveness of current strategies. Contributing factors might include health issues, disengagement, and socio-economic challenges, necessitating more comprehensive support and monitoring. The plan aimed to maintain a 0% middle school dropout rate, but the actual rate was 5.1%, suggesting that additional support and intervention programs are needed to retain middle school students, especially those at risk. Similarly, despite the desired 0% high school dropout rate, the actual rate was 4.0%, indicating a need for enhanced engagement and support, particularly for students facing significant challenges.

The target was a 100% graduation rate, which was successfully achieved. This reflects the successful implementation of support programs and academic guidance. The goal of a 0% student suspension rate was slightly missed, with a suspension rate of 0.9%, indicating the need

for stronger behavior intervention programs to maintain a conducive learning environment. However, the 0% expulsion rate was met, showing effective behavior management and support systems were in place.

Survey participation rates had a target of 95% for students, families, and staff. Student participation was 99%, staff participation was 96.3%, and family participation was 88.4%. While student and staff participation met or exceeded targets, family participation fell short, highlighting the need for enhanced communication and engagement efforts to improve family participation. The target approval rates were set at 75% for students, and 95% for families and staff. The actual approval rates were 67% for students, 96% for families, and 80% for staff. The student and staff approval rates did not meet the targets, indicating areas for improvement in addressing their needs and concerns. Finally, the goal for the student retention rate was set at 85%, but the actual rate was 83%. This slight shortfall suggests a need for improved retention strategies and support mechanisms to keep students engaged and enrolled.

The implementation of Goal 4 saw successes in areas such as parent engagement, home visits, and graduation rates, indicating effective actions. However, challenges remain in meeting targets for attendance, absenteeism, and student approval rates. Adjustments and enhanced strategies are needed to address these areas and ensure all educational partners feel connected and supported.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $217,746
Actual: $217,746
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $331,825
Actual: $337,325
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4

Budgeted: $1,233
Actual: $1,233
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $261,616
Actual: $261,616
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1. Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) Meetings:
The planned number of PAC and ELAC meetings was designed to enhance parental involvement and effectively address the needs of English learners reaching our goals with the number of meetings.

2. Parent Engagement Activities:
The school set a goal of 5 parent engagement activities per year, but surpassed this significantly with 18 activities. This action was highly effective, demonstrating a strong commitment to engaging parents through diverse and frequent events. This success indicates that the school's strategies in this area are well-implemented and have a positive impact on building a supportive community.

3. Progress Reports to Parents:
Consistently sending 4 progress reports per year, the school met its goal, ensuring parents were regularly informed about their children's academic progress. This action was effective in maintaining transparent communication and keeping parents engaged in their children's education.

4. Home Visits by Teachers:
Teachers exceeded the target of 20% home visits, achieving 32.4%. This action was highly effective in building stronger relationships between the school and families, offering personalized support, and fostering a sense of community. The significant increase in home visits reflects the dedication of teachers to engage with students' families.

5. Average Daily Attendance (ADA) Rate:
The target ADA rate of 97% was not met, with an actual rate of 91.93%. This highlights an ineffectiveness in maintaining high attendance rates, suggesting that the current strategies were insufficient. Factors such as illness, transportation issues, and student engagement need to be addressed through targeted interventions to improve attendance.

6. Chronic Absenteeism Rate:
The goal to reduce chronic absenteeism to 9.0% was not achieved, with an actual rate of 28.8%. This significant discrepancy highlights the ineffectiveness of current strategies to mitigate absenteeism. Addressing underlying issues such as health, socio-economic challenges, and student disengagement will require a comprehensive approach.

7. Middle and High School Dropout Rates:
The target of maintaining a 0% dropout rate was not met, with actual rates of 5.1% for middle school and 4.0% for high school. These outcomes indicate the ineffectiveness of current retention strategies, necessitating more robust support systems for at-risk students to prevent dropouts.

8. Graduation Rate:
The goal of a 100% graduation rate was successfully achieved, reflecting the effectiveness of academic support programs and guidance provided to students. This success demonstrates that the strategies for preparing students for graduation were well-implemented and effective.

9. Student Suspension and Expulsion Rates:
The target for a 0% suspension rate was not met, with an actual rate of 0.9%, indicating that behavior management programs need enhancement. However, maintaining a 0% expulsion rate shows effective handling of severe behavioral issues, indicating that the strategies in place were successful in preventing expulsions.

10. Survey Participation and Approval Rates:
Student survey participation exceeded the 95% target, reaching 99%, while family participation fell short at 88.4%. Staff participation was slightly below the 100% target at 96.3%. These results show mixed effectiveness, with high student engagement but a need for improved family participation strategies. The approval rates for students (67%) and staff (80%) did not meet the targets, indicating areas where the school's environment and support could be improved. Family approval rates met the target at 96%, reflecting positive feedback from families.

11. Student Retention Rate:
The target retention rate of 85% was nearly achieved, with an actual rate of 83%. This suggests a need for improved retention strategies to keep students engaged and enrolled.

While some actions under Goal 4 were effective, such as parent engagement activities, home visits, and graduation rates, others fell short, such as attendance, absenteeism, and survey approval rates. The ineffectiveness in these areas highlights the need for revised strategies and more targeted interventions. Reassessing and adjusting approaches, particularly where goals were not met, will be essential to ensure continuous improvement and better support for all educational partners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the analysis and the data provided in the Dashboard and other local data, several changes have been made to Goal 4, expected outcomes, metrics, and actions to achieve this goal. The objective remains to ensure all students, families, staff, and educational partners have access to meaningful engagement opportunities that cultivate leadership, advocacy, and collaboration in a safe and nurturing environment.

1. Parent and English Learner Advisory Committee (PAC and ELAC) Meetings:
Effectiveness: The planned number of PAC (10) and ELAC (4) meetings are met.
Changes: To address this, we will implement more flexible scheduling options, utilize virtual meeting platforms to accommodate parents' schedules, and enhance communication efforts to ensure parents are informed and encouraged to attend. Additionally, we will seek parent feedback to better understand their availability and preferences for meeting times.

2. Parent Engagement Activities:
Effectiveness: This action was highly effective, with 18 engagement activities conducted, surpassing the goal of 5.
Changes: Given its success, we will maintain the current strategy but explore opportunities for further diversification of engagement activities to sustain and potentially increase parent participation.

3. Progress Reports to Parents:
Effectiveness: The goal of sending 4 progress reports per year was consistently met.
Changes: No changes are needed for this action as it is effectively keeping parents informed about their children's academic progress.

4. Home Visits by Teachers:
Effectiveness: Teachers exceeded the target of 20% home visits, achieving 32.4%.
Changes: We will continue to support and encourage home visits, providing additional resources and training to teachers to maintain this high level of engagement.

5. Average Daily Attendance (ADA) Rate:
Ineffectiveness: The ADA rate target of 97% was not met, with an actual rate of 91.93%.
Reason for Ineffectiveness: Factors such as illness, transportation issues, and student engagement contributed to the lower attendance rate.
Changes: To improve attendance, we will implement targeted interventions, such as attendance incentive programs, improved transportation options, and increased engagement activities to make school more appealing to students.

6. Chronic Absenteeism Rate:
Ineffectiveness: The goal to reduce chronic absenteeism to 9.0% was not achieved, with an actual rate of 28.8%.
Reason for Ineffectiveness: Underlying issues such as health, socio-economic challenges, and student disengagement were not adequately addressed.
Changes: We will introduce comprehensive support programs, including health services, counseling, and academic interventions, to address the root causes of absenteeism.

7. Middle and High School Dropout Rates:
Ineffectiveness: The target of maintaining a 0% dropout rate was not met, with actual rates of 5.1% for middle school and 4.0% for high school.
Reason for Ineffectiveness: Current retention strategies were insufficient to prevent dropouts.
Changes: We will implement more robust support systems for at-risk students, including mentorship programs, academic tutoring, and career counseling, to prevent dropouts.

8. Graduation Rate:
Effectiveness: The goal of a 100% graduation rate was successfully achieved.
Changes: We will continue to support the successful strategies in place, while also looking for ways to enhance them further to maintain high graduation rates.

9. Student Suspension and Expulsion Rates:
Ineffectiveness: The target for a 0% suspension rate was not met, with an actual rate of 0.9%.
Reason for Ineffectiveness: Behavior management programs need enhancement.
Changes: We will revise and strengthen behavior management programs, introduce restorative justice practices, and provide additional training for staff on positive behavior interventions and supports (PBIS).

10. Survey Participation and Approval Rates:
Mixed Effectiveness: Student survey participation exceeded the target, while family participation fell short, and staff participation was slightly below target. Approval rates for students (67%) and staff (80%) did not meet the targets.
Reason for Ineffectiveness: Insufficient engagement strategies for families and staff, and areas needing improvement in school environment and support.
Changes: We will enhance engagement strategies for families and staff, gather feedback to identify areas for improvement in the school environment, and implement targeted actions to address the concerns raised in surveys.

11. Student Retention Rate:
Mixed Effectiveness: The target retention rate of 85% was nearly achieved, with an actual rate of 83%.
Reason for Ineffectiveness: Current retention strategies need enhancement to keep students engaged and enrolled.
Changes: We will introduce additional support and engagement programs, such as extracurricular activities and academic clubs, to increase student retention rates.

By addressing these areas of ineffectiveness and implementing the described changes, we aim to strengthen our approach and ensure more significant progress toward achieving Goal 4 in the upcoming LCAP cycle.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 5 | Ali Kaplan<br>Principal | akaplan@magnoliapublicschools.org<br>(818) 705-5676 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-5, which has 238 students in grades 6-12, primarily caters to students from Reseda, CA, and nearby areas. The communities served by MSA-5 have a significant immigrant population, with many households where a language other than English is spoken. The families in these neighborhoods often face economic difficulties. MSA-5 has a diverse student body, with 89.1% Hispanic/Latino, 3.8% White, 2.1% Asian, and 2.9% Filipino students. Out of the 238 students, 88.2% come from socioeconomically disadvantaged backgrounds, 14.7% receive special education services, and 33.2% are English learners.

MPS aims to graduate students from historically marginalized neighborhoods as scientifically inclined individuals who contribute to the global community as socially responsible and educated members of society. We provide a comprehensive learning experience that addresses the unique needs of our students through effective on-site instruction, engaging hands-on learning, and foundational skills taught in ways that are relevant and inspiring. In addition to classroom teaching, MSA-5 offers tutoring, after-school programs, and connections to universities to further support the students' educational journey.

Magnolia Science Academy 5
Address: 18238 Sherman Way, Reseda, CA, 91335
Phone: 818-705-5676
Email: akaplan@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Areas that we are most proud of are the following on CA School Dashboard Fall 2023

With 238 enrollment, 82.4% Socioeconomically Disadvantaged, 33.1 % English Learners based on the California School Dashboard and local data, Magnolia Science Academy-5's annual performance reflects both achievements and areas needing improvement. The school achieved "Green" status in English Language Arts with a 0.5 points increase above standard, and "Yellow" in Mathematics with a significant increase of 17.6 points but still 49.4 points below standard. The College/Career readiness was rated "High" with 60.5% of students prepared. Local indicators such as implementation of academic standards, parent and family engagement, and access to a broad course of study met the standards.

English Language Arts:Achieving a "Green" status demonstrates strong performance, with students scoring slightly above the state standard. This reflects effective teaching strategies, curriculum alignment, and student engagement in reading and writing.
Mathematics:Although still below the standard, the 17.6-point increase signifies considerable progress. This improvement can be attributed to targeted interventions, professional development for teachers, and the use of data-driven instruction.

College/Career Readiness:With 60.5% of students prepared, the "High" rating highlights the success of programs aimed at preparing students for post-secondary education and careers. Initiatives such as college counseling, career workshops, and partnerships with local businesses have contributed to this achievement.

Local Indicators:Meeting the standards in areas like academic standards implementation, parent and family engagement, and access to a broad course of study showcases the school's commitment to providing a comprehensive and inclusive educational experience. Effective communication with families, professional development for staff, and a well-rounded curriculum have played key roles in these successes.

These achievements underscore the dedication of the faculty, staff, and administration at Magnolia Science Academy-5 to fostering an environment that supports academic excellence and prepares students for future success. Continued focus on areas needing improvement, such as further enhancing math performance, will ensure ongoing progress and growth.

Magnolia Science Academy-5 has acquired land for a permanent location and is in the architectural design and permitting stages as of Spring 2023. Currently, the school shares facilities with MSA-1 since July 2021, with plans to move into its own location within 2 years. To support students, comprehensive assistance in Math and ELA is provided through summer school, Saturday school, ELD classes, and tutoring. Special Education students receive additional support through Title I funds, Saturday school, Power Math, and after-school tutoring. Despite growth, many students remain in low proficiency categories, prompting continued support such as after-school tutoring, Saturday School, Summer Academy, and professional development for staff on differentiated instruction and RTI. A paraprofessional has been hired to support ELs and special needs students, and CCSS review workbooks and Gizmos have been purchased for interventions. Saturday School enrollment has increased to 40-50 students per week. The school is also implementing the IGETC program with Pierce College and establishing a Community School Model to collaborate with community partners for enhanced educational resources.


CHALLENGES

Based on the California School Dashboard and local data, Magnolia Science Academy-5's annual performance reflects both achievements and areas needing improvement. The suspension rate increased to 2.3%, earning a "Yellow" rating, while chronic absenteeism remained a concern with a "Red" rating at 30.8%. The graduation rate saw a decline to 92.3%, and English Learner Progress was rated "Yellow" with 63.2% making progress, although this marked a 4.5% decline.

Action plans to address these issues include implementing restorative justice practices to reduce suspensions and improve student behavior. For chronic absenteeism, the school plans to enhance family engagement and provide targeted support to frequently absent students. To boost the graduation rate, MSA-5 will offer additional academic support, including after-school tutoring and Saturday School, and strengthen its college readiness programs. For English Learners, the school will provide more professional development for teachers on ELD strategies and increase support for EL students through targeted interventions and additional resources.

Furthermore, ongoing efforts will focus on differentiated instruction, RTI, and continuous professional development to ensure all students receive the support they need to succeed. The implementation of the Community School Model will also enhance partnerships with local organizations to provide additional resources and support for students and their families.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parents | MSA-5 actively involves parents in the development of the LCAP through multiple engagement channels. These include Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and Coffee with the Principal meetings. Parents provide valuable feedback during these sessions, which helps shape the LCAP. Additionally, parent surveys are conducted to gather their perspectives on school improvement and ensure their voices are considered in decision-making processes. Regular updates and information sessions are held to keep parents informed and engaged in the school's planning and improvement efforts . |
| Students | Students are engaged through surveys and participation in school committees. Their feedback on school culture, safety, and academic programs is crucial for developing a student-centered LCAP. Student input is gathered through regular meetings and surveys, ensuring their needs and preferences are reflected in the LCAP goals and actions. This engagement helps in creating a supportive and inclusive learning environment . |
| Teachers | Teachers are consulted through staff meetings and professional development sessions. Their insights on instructional practices, curriculum, and student needs are integral to the LCAP development process. Teachers participate in regular meetings, providing feedback on existing programs and suggesting improvements. This collaboration ensures that the LCAP includes effective strategies for enhancing teaching and learning outcomes . |

| Educational Partner(s) | Process for Engagement |
|---|---|
| School administrators | School administrators play a key role in the LCAP development by coordinating the engagement process and integrating feedback from all educational partners. They facilitate meetings, analyze data, and ensure that the LCAP aligns with both state priorities and local needs. Administrators work closely with the Parent Advisory Committee, English Learner Advisory Committee (ELAC), and other school committees to incorporate diverse perspectives into the LCAP . |
| Other school personnel | Other school personnel, including support staff and paraprofessionals, are involved in the LCAP development through regular staff meetings and surveys. Their feedback on operational and support aspects of the school environment is essential for addressing the holistic needs of students. These personnel contribute to discussions on improving school safety, student support services, and extracurricular activities . |
| SELPA | SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education .<br><br>By actively seeking input from these educational partners, MSA-5 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

To foster a positive learning environment and student engagement, MSA-5 actively seeks input from educational partners such as parents, students, staff, and community members. This input is gathered through various channels including meetings, school events, surveys, newsletters, and home visits. Regular information and input sessions, such as Parent Task Force (PTF) meetings, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) meetings, are conducted to involve all partners in school review and improvement. The feedback from these sessions informs the annual LCAP. Additionally, surveys for parents, students, and staff, along with home visits, ensure comprehensive input. The school's charter petition outlines measurable student outcomes and assessment methods, complemented by a WASC action plan for continuous improvement. Throughout the year, MSA-5 holds regular meetings and events to gather input and foster collaboration, including four PTF meetings, ten PAC meetings, four ELAC meetings, and multiple parent

activities, including two Coffee with the Principal meetings. Weekly staff meetings provide further opportunities for input. A survey was conducted to assess the experiences of families, staff, and students, focusing on safety, school connectedness, and school culture. Most educational partners participated, and home visits were made to actively seek parent feedback for school improvement.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 62.7% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 60% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 93.1% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $17,755.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $198,432.98 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title II, Purchased ADOBE software under 5940 Technology:$963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $366,565.78 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $24,360.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $347,839.20 | No |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 5

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds:<br>5800 Professional Services: 3010 Title I: $9,307 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 88% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 62% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 45.04%<br>• English Learners: 12.0%<br>• Socioeconomically Disadvantaged: 42.86% | | | 2025-26:<br>• All Students: >= 40.00%<br>• English Learners: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 43.36%<br>• White: * | | | • Socioeconomically Disadvantaged: >= 40.00%<br>• Students with Disabilities: >= 20.00%<br>• Hispanic: >= 40.00%<br>• White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 0.5 points above standard<br>• English Learners: 54.2 points below standard<br>• Socioeconomically Disadvantaged: 3.4 points below standard<br>• Students with Disabilities: 35.9 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 4.0 points above standard<br>• English Learners: 45.0 points below standard<br>• Socioeconomically Disadvantaged: 1.0 points above standard<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 2.7 points below standard<br>• White: * | | | Disabilities: 26.0 points below standard<br>• Hispanic: 1.0 points above standard<br>• White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 85.5%<br>• English Learners: 86.0%<br>• Socioeconomically Disadvantaged: 79.3%<br>• Students with Disabilities: 93.1%<br>• Hispanic: 85.3%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on | 2023-24: (Fall to Spring)<br>• All Students: CGI: 4.41 | | | 2026-27: (Fall to Spring)<br>• All Students: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | (CGP: 100th percentile)<br>• English Learners: CGI: 5.60 (CGP: 100th percentile)<br>• Socioeconomically Disadvantaged: CGI: 4.63 (CGP: 100th percentile)<br>• Students with Disabilities: *<br>• Hispanic: CGI: 4.33 (CGP: 100th percentile)<br>• White: * | | | CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: CGI >= 0 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 34.29%<br>• English Learners: 26.47%<br>• Socioeconomically Disadvantaged: 35.20%<br>• Students with Disabilities: 23.53%<br>• Asian: *<br>• Hispanic: 34.17%<br>• White: * | | | 2025-26:<br>• All Students: >= 28.00%<br>• English Learners: >= 25.00%<br>• Socioeconomically Disadvantaged: >= 28.00%<br>• Students with Disabilities: >= 25.00%<br>• Hispanic: >= 28.00%<br>• White: * | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 49.4 points below standard<br>• English Learners: 52.1 | | | 2025-26: (2026 Dashboard)<br>• All Students: 40.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | points below standard<br>• Socioeconomically Disadvantaged: 49.4 points below standard<br>• Students with Disabilities: 69.8 points below standard<br>• Asian: *<br>• Hispanic: 53.3 points below standard<br>• White: * | | | • English Learners: 43.0 points below standard<br>• Socioeconomically Disadvantaged: 40.0 points below standard<br>• Students with Disabilities: 60.0 points below standard<br>• Hispanic: 44.0 points below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 86.6%<br>• English Learners: 86.2%<br>• Socioeconomically ally | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Disadvantaged: 87.4%<br>• Students with Disabilities: 82.8%<br>• Hispanic: 85.3%<br>• White: * | | | • Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 5.72 (CGP: 100th percentile)<br>• English Learners: CGI: 6.81 (CGP: 100th percentile)<br>• Socioeconomically Disadvantaged: CGI: 6.08 (CGP: 100th percentile)<br>• Students with Disabilities: *<br>• Hispanic: CGI: 5.48 (CGP: 100th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • White: * | | | percentile ) • Students with Disabilities: CGI >= 0 (CGP >= 50th percentile ) • Hispanic: CGI >= 0 (CGP >= 50th percentile ) • White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 63.2% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually | 2022-23: 21.5% | | | 2025-26: (CDE DataQuest) >= 10.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (Source: CDE DataQuest) | | | | | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 13.73%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 11.63%<br>• Students with Disabilities: *<br>• Hispanic: 13.33% | | | 2025-26:<br>• All Students: >= 25.00%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: >= 25.00%<br>• Students with Disabilities: *<br>• Hispanic: >= 25.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,084,158.70 | No |
| 2.2 | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through | $47,697.22 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4035 Title II 5864 Prof Dev-Other $15,900<br>• 4127 Title IV, Part A ESEA (ESSA) 5863 Prof Development $4,770 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school | $459,641.52 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• 4127 Title IV, Part A ESEA (ESSA) 4340 Education Software $8,860.54<br>• 3010 Title I 4340 Education Software $11,665<br>• 3010 Title I 3500 Unemployment Insurance $373.23<br>• 3010 Title I 3300 OASDI/Medicare $1,082.36<br>• 3010 Title I 3100 STRS $14,257.39<br>• 3010 Title I 1100 Teacher Salaries $74,646<br>• 3010 Title I 5800 Professional Services $5,300 | | |
| 2.4 | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and | $88,945.82 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as | $615,595.98 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services $8,480 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

> Priority 7: Course Access (Conditions of Learning)
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

> It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 11% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 97% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 60.5% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 73.08% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 62.96% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 35.6% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 11.1% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 26.3% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 87.2% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 28.6% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 48.6% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 56.0% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 100% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 34.8% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

| |
|---|
| Not Applicable. |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $123,486.67 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.

Expenditures associated with this action include the following: supplemental STEM program fees.

The following expenditures will be funded by federal Title funds: N/A | $1.06 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics | $134,785.98 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| 3.4 | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. | $147,062.22 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The following expenditures will be funded by federal Titles:<br>• 4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies $18,020 | | |
| 3.5 | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4127 Title IV, Part A ESEA (ESSA) 4326 Arts &Music Supplies $20,000<br>• 4127 Title IV Part A ESEA (ESEA) 5800 Professional Services $15,900 | $265,105.57 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24:<br>6 | | | 2026-27:<br>>= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24:<br>3 | | | 2026-27:<br>>= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 18 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 29.2% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 91.93% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 30.8% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 5.1% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 7.9% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 92.3% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 2.3% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 100.0% Families: 100.0% Staff: 96.3% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 67.0% Families: 96.0% Staff: 80.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 78% Families: 96% Staff: 75% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 83.25% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $220,769.21 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 5800 Professional Services $1,590<br>• 3010 Title I 3500 Unemployment Insurance $90<br>• 3010 Title I 3300 OASDI/Medicare $261<br>• 3010 Title I 3100 STRS $3438<br>• 3010 Title I 1100 Teacher Salaries $18,000 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds: | $320,667.84 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • 4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies $4,317.38<br>• 3010 Title I 4340 Educational Software $4,134<br>• 3010 Title I Teacher salaries and benefits $9,374.55 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>3010 Title I - 5800 Professional Services: $1,233.84 | $1,233.84 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify | $388,295.53 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$971,366 | $70,057 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 27.744% | 8.864% | $213,071.45 | 36.608% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | <ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br><br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring (Source: NWEA MAP)<br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br><br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br><br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | - Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>- Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>- Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>- Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>  LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board) <br> • Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) <br> • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) <br> • Percentage of cohort graduates who have |

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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>  LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:** Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br><br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education <br><br> **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2: <br> • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br><br> Goal 3: <br> • Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

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| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

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| | | | <ul><li>Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)</li><li>Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)</li><li>College-Going Rate (Source: CDE DataQuest)</li></ul>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics:</li></ul> |

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| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

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| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | <ul><li>Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)</li><li>Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)</li><li>School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. |    6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:** MTSS - PBIS and SEL support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and | School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **4.4** | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:** <br> LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education) <br> • School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:** <br> Community outreach and partnerships <br><br> **Need:** <br> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2: <br> • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br><br> Goal 3: <br> • Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>- Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>- Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|
| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-5 will utilize the concentration grant add-on funds ($70,057) in the following manner:

MSA-5 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $3,501,133 | $971,366 | 27.744% | 8.864% | 36.608% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,744,090.80 | $1,649,867.75 | $25,540.00 | $433,176.57 | $4,852,675.12 | $3,298,854.22 | $1,553,820.90 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $17,755.00 | $17,755.00 | | | | $17,755.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $29,807.60 | $168,625.38 | $162,469.44 | $35,000.00 | | $963.54 | $198,432.98 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $25,599.00 | $340,966.78 | $214,011.68 | $152,554.10 | | | $366,565.78 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $24,360.00 | $24,360.00 | | | | $24,360.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $347,839.20 | $289,915.70 | $48,616.50 | | $9,307.00 | $347,839.20 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,019,158.70 | $65,000.00 | $754,832.30 | $329,326.40 | | | $1,084,158.70 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $47,697.22 | $8,480.00 | $18,547.22 | | $20,670.00 | $47,697.22 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $401,238.77 | $58,402.75 | $188,605.37 | $144,083.47 | | $126,952.68 | $459,641.52 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $88,945.82 | $0.00 | $88,945.82 | | | | $88,945.82 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $462,797.35 | $152,798.63 | $90,158.56 | $455,503.99 | | $69,933.43 | $615,595.98 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $123,486.67 | $0.00 | | $123,486.67 | | | $123,486.67 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1.06 | $1.06 | | | | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $130,969.98 | $3,816.00 | $56,203.99 | $78,581.99 | | | $134,785.98 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $103,502.22 | $43,560.00 | $79,292.22 | $24,210.00 | $25,540.00 | $18,020.00 | $147,062.22 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $122,488.95 | $142,616.62 | $167,788.95 | $61,416.62 | | $35,900.00 | $265,105.57 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $204,389.03 | $16,380.18 | $197,390.21 | | | $23,379.00 | $220,769.21 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $282,877.86 | $37,789.98 | $268,603.31 | $34,238.60 | | $17,825.93 | $320,667.84 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,233.84 | | | | $1,233.84 | $1,233.84 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $303,592.27 | $84,703.26 | $135,002.19 | $144,302.19 | | $108,991.15 | $388,295.53 | |

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# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $3,501,133 | $971,366 | 27.744% | 8.864% | 36.608% | $1,214,948.12 | 0.000% | 34.702 % | **Total:** | $1,214,948.12 |
| | | | | | | | | **LEA-wide Total:** | $1,214,948.12 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $24,360.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $8,480.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $188,605.37 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $88,945.82 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $56,203.99 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $79,292.22 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $167,788.95 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $197,390.21 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $268,603.31 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $135,002.19 | |

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# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $4,534,649.00 | $4,604,307.65 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Teacher assignments and credentials | No | $17,755 | $17,755.00 |
| **1** | **1.2** | Instructional materials and technology | No | $310,158 | $310,157.87 |
| **1** | **1.3** | Clean and safe facilities that support learning | No | $357,166 | $357,165.82 |
| **1** | **1.4** | Healthy and nutritious meals | Yes | $24,360 | $24,360.00 |
| **1** | **1.5** | Well-orchestrated Home Office support services | No | $347,839 | $347,839.49 |
| **2** | **2.1** | Broad course of study and standards-based curriculum | No | $931,603 | $979,803.39 |
| **2** | **2.2** | Professional development for high-quality instruction | Yes | $47,697 | $47,697.22 |
| **2** | **2.3** | MTSS - Academic enrichment, intervention, and student support | Yes | $459,153 | $459,153.32 |
| **2** | **2.4** | Designated and integrated ELD programs | Yes | $85,297 | $85,297.38 |
| **2** | **2.5** | Support for students with disabilities | No | $567,891 | $563,999.52 |
| **3** | **3.1** | College/Career readiness programs and activities | Yes | $93,810 | $97,899.25 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1 | $1.06 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $120,864 | $120,863.73 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $135,507 | $135,506.96 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $223,126 | $238,885.58 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $217,747 | $217,746.54 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $331,825 | $337,325.40 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,234 | $1,233.84 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $261,616 | $261,616.28 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $952,693 | $747,442.26 | $739,621.55 | $7,820.71 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $24,360.00 | $24,360.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $8,480.00 | $8,480.00 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $149,634.99 | $159,032.09 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $115,831.20 | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | $13,909.57 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.06 | $1.06 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $3,180.00 | $49,999.09 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $85,909.89 | | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $5,300.00 | $127,788.95 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $135,511.68 | $194,367.53 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $164,999.60 | $42,300 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,233.84 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $53,000.00 | $119,383.26 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,403,716 | $952,693 | 0.000% | 39.634% | $739,621.55 | 0.000% | 30.770% | $213,071.45 | 8.864% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

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**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

o Professional development for teachers.

o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 5

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 5

o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 6

CDS Code: 19-64733-0117648

School Year: 2024-25

LEA contact information:

James Choe

Principal

jchoe@magnoliapublicschools.org

(310) 842-8555

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year



**Projected Revenue by Fund Source**

Total LCFF funds $1,622,980 65 %

All federal funds, $171,272 , 7%

All local funds, $124,253 , 5%

All other state funds $579,356 , 23%

LCFF supplemental & concentration grants, $457,879 , 18%

All Other LCFF funds, $1,165,101 , 47%

This chart shows the total general purpose revenue Magnolia Science Academy 6 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 6 is $2,497,861, of which $1,622,980 is Local Control Funding Formula (LCFF), $579,356 is other state funds, $124,253 is local funds, and $171,272 is federal funds.  Of the $1,622,980 in LCFF Funds, $457,879 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | Total Budgeted General Fund Expenditures, $2,473,332 | Total Budgeted Expenditures in the LCAP $2,473,332 |
|---|---|---|

*This chart provides a quick summary of how much Magnolia Science Academy 6 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Magnolia Science Academy 6 plans to spend $2,473,331.92 for the 2024-25 school year. Of that amount, $2,473,331.92 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 6 is projecting it will receive $457,879 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 6 must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy 6 plans to spend $530,405.82 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students



☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $562,996

☐ Actual Expenditures for High Needs Students in LCAP — $304,010

(x-axis: $ 0, $ 100,000, $ 200,000, $ 300,000, $ 400,000, $ 500,000, $ 600,000)

This chart compares what Magnolia Science Academy 6 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy 6 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 6's LCAP budgeted $562,995.67 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 6 actually spent $304,010.09 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-258,985.58,000,000,002 had the following impact on Magnolia Science Academy 6's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 6 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 6 | James Choe<br>Principal | jchoe@magnoliapublicschools.org<br>(310) 842-8555 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 1 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 86% | 2021-22: (Spring 2021 to Fall 2021) 75% | 2022-23: (Fall 2021 to Fall 2022) 83%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 75% | 2023-24: (Fall 2022 to Fall 2023) 85% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.1% | 2021-22: (As of 5/12/22) 97.7% | 2022-23: (As of 5/12/23) 96.7% | 2023-24: (As of 12/15/23) 97.1% | 2023-24: 97% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences for this school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $11,554
Actual: $11,554
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $103,595
Actual: $103,595
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $333,981
Actual: $333,981
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $4,240
Actual: $4,240
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $234,479
Actual: $217,803
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1 Ensuring Properly Credentialed Teachers: Effective
We allocated planned expenses to ensure that all teachers were properly credentialed, with support from the home office team to assist staff members in obtaining or maintaining their teaching credentials. Over the past three years, we had only one misassigned teacher. However, with the collaboration of the home office and LACOE, we ensured she obtained at least an emergency credential.

1.2 Access to Educational Resources: Effective
All students had access to both digital and physical textbooks for their classes. Leveraging technology, we utilized Clever, a platform housing all of our students' digital content. Each student was provided with an electronic device, ensuring full access to digital resources across all subjects. Additionally, physical copies of textbooks were made available to all students.

1.3 Maintenance of School Facilities: Effective

Our new site at Wilton Elementary was well-maintained, providing a clean and safe environment for both staff and students. Over the past three years, we recorded zero instances requiring repairs. As a Prop 39 school, first at Pio Pico (2021-2022) and then at Wilton Elementary (2022-2024), we benefited from having a dedicated plant manager. This was a significant asset compared to our first location at Palms, where we did not have this support. The plant manager's presence streamlined the process for addressing repair needs efficiently.

1.4 Basic Services for Staff and Students: Effective
Our teacher retention rate has exceeded 75% from 2020 to 2024. With a small team of seven teachers, each teacher represents nearly 15% of our staff, making this retention rate significant. Teacher attendance has consistently been over 96%, contributing to a stable learning environment. High teacher attendance ensures fewer substitutes, fosters meaningful connections with students, and maintains consistent learning experiences.

1.5 Support from Home Office Team: Effective
Support from our Home Office Team, including the Academic Team, Operations Team, Human Resources, and Accountability, is crucial for the smooth operation of our school. The Home Office Team keeps us updated on new laws and regulations, informs us about upcoming changes, and provides daily support, ensuring our school operates efficiently and effectively.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 1 desired outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 90% | 2021-22: (As of 5/13/22) 75% | 2022-23: (As of 5/12/23) 75% | 2023-24: (As of 5/20/24) 75% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 74% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 80% | 2021-22: (First semester) 94% | 2022-23: (First semester) 93% | 2023-24: (First semester) 90% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 65.1 | 2021-22: (As of 5/13/22) 125.8 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 46.26%<br>• English Learners: 12.51%<br>• Socioeconomically Disadvantaged: 44.96%<br>• Students with Disabilities: 9.68%<br>• African American: 50%<br>• Hispanic: 44.21% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 51.76%<br>• English Learners: 16.67%<br>• Socioeconomically Disadvantaged: 50.65%<br>• Students with Disabilities: 27.27%<br>• Hispanic: 51.28%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23:<br>• All Students: 60.22%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 61.37%<br>• Students with Disabilities: 25.00%<br>• Asian: *<br>• Hispanic: 59.77%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 56.19% | 2022-23:<br>• All Students: 50.00%<br>• English Learners: 17.00%<br>• Socioeconomically Disadvantaged: 50.00%<br>• Students with Disabilities: 15.00%<br>• African American: 51.00%<br>• Hispanic: 48.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 52.33%</li><li>English Learners: 28.57%</li><li>Students with Disabilities: 36.36%</li><li>Hispanic: 51.90%</li><li>White: N/A</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 53.85%</li></ul> | CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 57.45%</li><li>English Learners: 0.00%</li><li>Students with Disabilities: 33.33%</li><li>Hispanic: 56.82%</li><li>White: 0.00%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 68.75%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 16.3 points below standard</li><li>English Learners: 48.3 points below standard</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of | 2021-22: (2022 Dashboard)<ul><li>All Students: 9.8 points above standard</li><li>English Learners: 48.0 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 29.3 points above standard</li><li>English Learners: 22.2 points below standard</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 9.0 points below standard</li><li>English Learners: 41.0 points below standard</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | <ul><li>Socioeconomically Disadvantaged: 19.7 points below standard</li><li>Students with Disabilities: 97.8 points below standard</li><li>African American: 7.1 points below standard</li><li>Hispanic: 21.4 points below standard</li></ul> | Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 65.8%</li><li>English Learners: 69.2%</li><li>Students with Disabilities: 45.5%</li><li>Hispanic: 63.0%</li><li>White: N/A</li></ul> | <ul><li>Socioeconomically Disadvantaged: 7.6 points above standard</li><li>Students with Disabilities: 72.8 points below standard</li><li>Hispanic: 9.5 points above standard</li></ul>standard | <ul><li>Socioeconomically Disadvantaged: 31.1 points above standard</li><li>Students with Disabilities: 29.8 points below standard</li><li>Asian: *</li><li>Hispanic: 30.2 points above standard</li><li>White: *</li></ul> | <ul><li>Socioeconomically Disadvantaged: 12.0 points below standard</li><li>Students with Disabilities: 80.0 points below standard</li><li>African American: 1.0 points below standard</li><li>Hispanic: 13.0 points below standard</li></ul> |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21:<ul><li>All Students: 61.6%</li><li>English Learners: 53.1%</li><li>Socioeconomically Disadvantaged: 65.0%</li></ul> | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 65.8%</li><li>English Learners: 69.2%</li></ul> | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 68.2%</li><li>English Learners: 54.5%</li></ul> | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 57.0%</li><li>English Learners: 17.6%</li></ul> | 2023-24:<ul><li>All Students: 65%</li><li>English Learners: 65%</li><li>Socioeconomically Disadvantaged: 65%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • Students with Disabilities: 45.5%<br>• African American: 58.3%<br>• Hispanic: 63.3% | • Socioeconomically Disadvantaged: 65.3%<br>• Students with Disabilities: 45.5%<br>• Hispanic: 63.0% | • Socioeconomically Disadvantaged: 70.4%<br>• Students with Disabilities: 60.0%<br>• Hispanic: 70.0% | • Socioeconomically Disadvantaged: 56.9%<br>• Students with Disabilities: 42.1%<br>• Hispanic: 56.5%<br>• White: * | • Students with Disabilities: 65%<br>• African American: 65%<br>• Hispanic: 65% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 38.36%<br>• English Learners: 12.51%<br>• Socioeconomically Disadvantaged: 38.28%<br>• Students with Disabilities: 12.90%<br>• African American: 35.71%<br>• Hispanic: 36.50% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - | 2021-22:<br>• All Students: 32.56%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 32.05%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 34.18%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2022-23:<br>• All Students: 35.87%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 35.63%<br>• Students with Disabilities: 25.0%<br>• Asian: *<br>• Hispanic: 34.89%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• All Students: 52.44% | 2022-23:<br>• All Students: 41.00%<br>• English Learners: 17.00%<br>• Socioeconomically Disadvantaged: 41.00%<br>• Students with Disabilities: 17.00%<br>• African American: 41.00%<br>• Hispanic: 41.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Proficiency Projection for 2021-22 SBAC:<br>• All Students: 24.71%<br>• English Learners: 7.14%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 26.92%<br>• White: N/A<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 46.36% | students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 29.79%<br>• English Learners: 0.00%<br>• Students with Disabilities: 16.67%<br>• Hispanic: 29.55%<br>• White: 0.00%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br>• All Students: 54.07% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard | 2018-19: (2019 Dashboard)<br>• All Students: 35.9 points below standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard | 2021-22: (2022 Dashboard)<br>• All Students: 50.8 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 15.3 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 29.0 points below standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (Source: CA School Dashboard) | <ul><li>English Learners: 61.1 points below standard</li><li>Socioeconomically Disadvantaged: 39.4 points below standard</li><li>Students with Disabilities: 98.5 points below standard</li><li>African American: 35.0 points below standard</li><li>Hispanic: 41.6 points below standard</li></ul> | data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<ul><li>All Students: 77.2%</li><li>English Learners: 69.2%</li><li>Students with Disabilities: 72.7%</li><li>Hispanic: 78.1%</li><li>White: N/A</li></ul> | <ul><li>English Learners: 108.9 points below standard</li><li>Socioeconomically Disadvantaged: 54.8 points below standard</li><li>Students with Disabilities: 122.1 points below standard</li><li>Hispanic: 50.9 points below standard</li></ul> | <ul><li>English Learners: 81.6 points below standard</li><li>Socioeconomically Disadvantaged: 13.2 points below standard</li><li>Students with Disabilities: 56.4 points below standard</li><li>Asian: *</li><li>Hispanic: 15.8 points below standard</li><li>White: *</li></ul> | <ul><li>English Learners: 54.0 points below standard</li><li>Socioeconomically Disadvantaged: 32.0 points below standard</li><li>Students with Disabilities: 88.0 points below standard</li><li>African American: 28.0 points below standard</li><li>Hispanic: 33.0 points below standard</li></ul> |
| Percentage of students meeting their growth targets on the Measures of Academic Progress | 2020-21:<ul><li>All Students: 60.0%</li></ul> | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection: | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection: | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection: | 2023-24:<ul><li>All Students: 65.0%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | • English Learners: 56.3%<br>• Socioeconomically Disadvantaged: 58.0%<br>• Students with Disabilities: 57.1%<br>• African American: 33.3%<br>• Hispanic: 63.0%<br>• White: * | • All Students: 77.2%<br>• English Learners: 69.2%<br>• Socioeconomically Disadvantaged: 77.8%<br>• Students with Disabilities: 72.7%<br>• Hispanic: 78.1%<br>• White: N/A | • All Students: 64.7%<br>• English Learners: 72.7%<br>• Socioeconomically Disadvantaged: 63.0%<br>• Students with Disabilities: 60.0%<br>• Hispanic: 65.0%<br>• White: 100.0% | • All Students: 57.9%<br>• English Learners: 58.8%<br>• Socioeconomically Disadvantaged: 56.9%<br>• Students with Disabilities: 57.9%<br>• Hispanic: 58.7%<br>• White: * | • English Learners: 65.0%<br>• Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 65.0%<br>• African American: 65.0%<br>• Hispanic: 65.0%<br>• White: 65.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 44.8% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 31.25%<br>• Level 3: 43.75%<br>• Level 3: 18.75%<br>• Level 1: 6.25% | 2021-22: (2022 Dashboard) 66.7% | 2022-23: (2023 Dashboard) 50.0% | 2022-23: (2023 Dashboard) 47.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 12.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 31.25% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 31.25% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 21.43% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 10.35%<br>• Socioeconomically Disadvantaged: 4.35%<br>• Hispanic: 4.26% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 26.47%<br>• Socioeconomically Disadvantaged: 26.66%<br>• Hispanic: 28.13% | 2022-23:<br>• All Students: 33.33%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 32.35%<br>• Students with Disabilities: *<br>• Hispanic: 34.28% | 2022-23:<br>• All Students: 16.00%<br>• Socioeconomically Disadvantaged: 10.00%<br>• Hispanic: 10.00% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There is no substantive difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $648,185
Actual: $637,863
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 2
Budgeted: $34,190
Actual: $34,190
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 3
Budgeted: $236,377
Actual: $234,593
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $104,296
Actual: $104,296
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 5
Budgeted: $133,751
Actual: $133,751
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 Core Curriculum Implementation: Effective
Magnolia Science Academy 6 has effectively implemented its core curriculum, encompassing Math, ELA, History, and Science. We have further enriched our curriculum with PE and Life Skills classes. Our after-school programs support a range of student interests, providing additional learning opportunities. Moving forward, we aim to develop a more robust curriculum within school hours to equip our students with the skills needed to become well-rounded individuals. Currently, we offer approximately 75% of our desired programs and services, primarily due to the limited availability of elective classes. We aspire to incorporate additional enrichment classes such as foreign languages, home economics, and band into our regular school day.

2.2 Data-Driven Professional Development: Effective
We utilize data from various sources to determine our professional development needs. IAB data helps us evaluate program effectiveness, while formative assessments guide instructional improvements. Summative assessments, including SBAC and MAP tests, measure our progress toward our goals. To address school culture, we review suspension data and detention logs, using these insights to inform our professional development initiatives. We have completed four out of five Kagan workshops to enhance student engagement and recently conducted a "diversity sensitivity" training for our staff to promote an inclusive school culture. Our academic performance is robust, with strong state summative scores and consistent in-district growth over the past three years. Over 80% of our students have maintained passing grades, with ELA state testing proficiency above 48% and Math state test scores above 32%.

2.3 Investment in Personnel and Educational Programs: Effective
Funds allocated to Goal 2, Action 3, were primarily spent on personnel and educational programs. We ensured adequate staffing to support MTSS, providing each grade level with a teacher aide to assist in core classes. We have also utilized IXL for the past three years to support students at various levels, including low, high, EL, and SWD, helping them achieve their educational goals. Currently, three out of seven teachers have completed a rigorous professional development program, and we continue to support staff development through recommendations gathered from surveys. This year, three teachers attended the "Capturing Kids' Hearts" professional development, while the entire team participated in a two-day Kagan workshop.

2.4 Support for ELD Students: Needs Improvement
To support our ELD students, we assigned a credentialed teacher to the designated ELD class. This year, 6 out of 20 students (nearly 28%) achieved an overall score of 4 on the ELPAC test. We are in the process of reclassifying these students, pending parent approval. Additionally, we have faced new challenges with an influx of students who are new to the country and have limited English proficiency. We are actively reaching out to ELD coordinators within and outside our network to determine the best strategies for supporting these students.

2.5 Special Education Services: Effective
We have consistently held all annual and tri-annual IEP meetings on time for our SPED students, providing necessary services as specified in each IEP. These services include accommodations such as speech therapy, additional time, and adaptive physical education (APE). However, due to technical difficulties, miscommunication, and student absences, some students have been placed in higher tiers for additional support. We are working to address these issues to ensure all students receive the appropriate level of support.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 2 desired outcomes.  We want to be mindful of how we want to approach our students who are new the country and create a standard operating procedure for students who are in need of intensive English assistance.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 2% | 2021-22: (As of 5/13/22) 1% | 2022-23: (As of 5/12/23) 0% | 2023-24: (As of 5/20/24) 2.0% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 95% | 96% | 97% | 92.0% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $1,590
Actual: $1,590
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $318
Actual: $318

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $102,936
Actual: $102,936
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $77,451
Actual: $77,451
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 College/Career Readiness Programs and Activities: Effective
Magnolia Science Academy 6 did not allocate or spend funds specifically on college and career readiness due to the focus of these activities being more relevant for higher grades, or because the expenditures were categorized differently. Nevertheless, we successfully hosted career fairs, providing students with valuable opportunities to explore various career options.

3.2 STEAM and GATE Programs: Effective
At Magnolia Science Academy 6, students engage in scientific projects throughout the year, continually refining their work. This process nurtures critical thinking and perseverance, essential skills for success in rigorous competitions and beyond. In the past two years, 96% and 97% of our students, respectively, have participated in creating STEAM projects. Additionally, 1% to 3% of our student population has taken advanced math courses through an independent study program with BYU, overseen by our administration to ensure they receive the necessary support. Post-pandemic, we have also incorporated tech skills into the curriculum for 100% of our students, reflecting the increased use of technology in our classes.

3.3 Digital Literacy and Citizenship Programs: Effective
We integrate digital literacy across all classes, equipping students with essential 21st-century skills such as writing, navigating, researching, and using technology effectively. Additionally, our citizenship curriculum, "The Leader in Me," prepares students to handle real-world challenges they will encounter as middle schoolers, enhancing our citizenship program.

3.4 Physical Education, Activity, and Fitness: Effective

We prioritize physical fitness alongside academic excellence, preparing our students for the mandatory Physical Fitness Test in 7th grade. Last year, 80% of our students passed the PFT, and this year, we are on track to have more than 80% of our 7th graders pass the test.

3.5 Additional Programs and Activities Supporting Well-Rounded Education: Effective
Last year, we were awarded the ASES grant, enabling us to introduce "Think Together," an after-school program. This program offers a variety of activities that complement our existing curriculum and provides extended care until 6 pm, supporting parents who work late.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We would like to continue using our current programs and our resources to strengthen our Goal 3 desired outcomes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 7 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 2 | 2022-23: (As of 5/12/23) 2 | 2023-24: (As of 5/20/24) 2 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 14 | 2021-22: (As of 5/13/22) 8 | 2022-23: (As of 5/12/23) 8 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 14 | 2021-22: (As of 5/13/22) 12 | 2022-23: (As of 5/12/23) 23 | 2023-24: (As of 5/20/24) 22 | 2023-24: 4 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>26.1% | 2021-22: (As of 5/13/22)<br>25.8% | 2022-23: (As of 5/12/23)<br>27.7% | 2023-24: (As of 5/20/24)<br>26.5% | 2023-24:<br>25.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>96.48 | 2021-22: (P-2 ADA)<br>78.52% | 2022-23: (P-2 ADA)<br>91.76% | 2023-24: (P-2 ADA)<br>92.80% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>9.1% | 2021-22: (As of 5/13/22)<br>33% | 2021-22: (2022 Dashboard)<br>33.0%<br><br>2022-23: (As of 5/12/23)<br>32.0% | 2022-23: (2023 Dashboard)<br>32.0%<br><br>2023-24: (As of 5/31/24)<br>19.7% | 2022-23: (2023 Dashboard)<br>9.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0% | 2023-24: (As of 6/3/24)<br>0.0% | 2023-24:<br>0.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0.00% | 2021-22: (2022 Dashboard)<br>1% | 2022-23: (2023 Dashboard)<br>3.1% | 2022-23: (2023 Dashboard)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2022-23: (As of 5/12/23) 3.1% | 2023-24: (As of 5/31/24) 5.0% | |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (2022 Dashboard) 0.00%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 99.4% Families: 88.7% Staff: 100.0% | 2021-22: Students: 100% Families: 100% Staff: 100% | 2022-23: Students: 100% Families: 96.4% Staff: 100% | 2023-24: Students: 99.1.0% Families: 94.2% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 79% Families: 99% Staff: 93% | 2021-22: Students: 77% Families: 99% Staff: 97% | 2022-23: Students: 76% Families: 98% Staff: 97% | 2023-24: Students: 77.0% Families: 98.0% Staff: 93.0% | 2023-24: Students: 80% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 95% | 2021-22: (Spring 2021 to Fall 2021) 68% | 2022-23: (Spring 2022 to Fall 2022) 96% | 2023-24: (Spring 2023 to Fall 2023) 91.39% | 2023-24: (Spring 2023 to Fall 2023) 85% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences to report.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 2
Budgeted: $144,599
Actual: $144,599
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3
Budgeted: $167,929
Actual: $148,929
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 4
Budgeted: $1,060
Actual: $1,060
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $119,237
Actual: $105,160
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

4.1 Seeking Family Input for Decision Making: Effective

2024 LCAP Annual Update for the 2023-24 LCAP for Magnolia Science Academy 6

Our goal is to increase opportunities for parents to actively participate in the decision-making process. Beyond utilizing surveys, we aim to facilitate in-depth discussions about the school's operations, empowering parents to become influential decision-makers. To gather valuable input, we organize "Coffee with the Principal" meetings, PAC meetings, and PTF meetings, encouraging parents to share their thoughts, ideas, comments, and questions. Over the past two years, we have hosted over 20 events to foster a sense of belonging among families. Additionally, despite not meeting the threshold for four mandatory ELAC meetings per year, we ensure these meetings occur at least three times annually to strengthen the connection between the school and our families.

4.2 Building Partnerships with Families for Student Outcomes: Effective
Home visits are a critical component in building strong partnerships with families. This year, we set a goal for our staff to reach 25% of families, and as of May 2024, we achieved 26.7%. To enhance these partnerships further, we established a Parent Advisory Committee (PAC) for parents to provide input on all school-related matters. We also issue progress reports twice per semester before the semester report cards, typically followed by parent-teacher conferences held twice a year. For the past two years, we have prioritized level 3 intervention students for these conferences, subsequently opening them to all families. This approach has helped us address potential issues before students' grades drop significantly. Additionally, we have implemented a new SSPT program to support chronically absent students by having a teacher liaise with the student and family to develop a path for academic improvement, thereby strengthening partnerships and enhancing student outcomes.

4.3 MTSS - PBIS and SEL Support: Effective
Our monthly PBIS meetings and assemblies have been beneficial, although fundraising remains a challenge. To sustain PBIS, we need to raise funds for student rewards. Our new SEL program, launched mid-year in 2022-2023, requires faithful implementation to effectively evaluate its impact.

4.4 Annual Stakeholder Surveys: Effective
We will continue conducting annual stakeholder surveys to identify best practices and areas for improvement. Over the past three years post-pandemic, we have observed a positive impact on students, staff, and families. We aim to maintain this trend in the next LCAP cycle. These surveys, administered twice a year, help pinpoint growth areas and priorities for the upcoming school year. Our approval ratings are as follows:

|          | 2021-2022 | 2022-2023 |
|----------|-----------|-----------|
| Students | 77%       | 76.0%     |
| Families | 99%       | 98.0%     |
| Staff    | 97%       | 97.0%     |

4.5 Community Outreach and Partnerships: Effective
We will continue seeking new partnerships and nurturing existing ones to establish ourselves as a true community school. Our partnership with Smart Tutors aims to reduce failing grades, and our new after-school program, SELF-MADE, focuses on Brazilian jiu-jitsu to engage chronically absent students and improve attendance. As this is the first year of implementation, we have yet to analyze the data for academic performance and chronic absenteeism. We are optimistic that these programs will positively impact our school and look forward to continuing these partnerships.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue with the plans and strengthen our procedures and practices for the upcoming years.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

## Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 6 | James Choe<br>Principal | jchoe@magnoliapublicschools.org<br>(310) 842-8555 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy (MSA-6 or Charter School), is a classroom-based charter school serving grades 6-8 with a curriculum emphasis on science, technology, engineering, arts and math (STEAM). Originally founded in 2009, MSA-6's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-6 currently has 115 students in grades 6-8, and mainly draws enrollment from Palms, Koreatown, and Mid-city, CA and its neighboring communities. The neighborhoods that MSA-6 serves are heavily immigrant with a language other than English spoken at home. A high concentration of the families MSA-6 serves faces economic challenges. MSA-6 has a diverse enrollment, including 86% Hispanic/Latino, 9% African American, 5% White, 76% Socioeconomically Disadvantaged, 20% Special Education, and 20% English Learner population.

MSA-6 strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-6 is supplemented by its clubs and after-school programs and with its ASES program with Think Together that runs until 6 pm.

Magnolia Science Academy 6
Address: 4049 W. 8th St., Los Angeles, CA, 90005
Phone: 310-842-8555
Email: jchoe@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

SBAC scores from 2022-2023 shows an increase in ELA proficiency to 62% and a proficiency in math to 35%

Using and analyzing the scores with ICAs and IABs to recognize specific academic needs and addressing those needs; data-driven.

Intervention programs were effective in providing academic supports to specific groups of students.

Providing feedback to students on their areas of growth/need through data from MAP, ICAs and IABs.

Providing additional academic support such as afterschool (tutoring) and Saturday school.

Increased amounts of PBIS awards.

Teacher-led meetings to provide feedback and sharing best practices.

Constant communication between the academic teachers and the special education teacher to address modifications and accommodations for students with IEPs.

CHALLENGES

Addressing students who are failing much earlier in the semester and find ways to engage these students.

Lack of data on incoming students' prior knowledge.

Lack of foundational skills from incoming students.

Lack of attendance

ELA is 19.5 points above state standards

Math is 15.3 points below state standards

Chronic absenteeism is at 32%

Areas that need close attention:
a. Intervention programs: Create clear objectives on what needs to be accomplished in the programs, collect data by assessing the students with IABs in the beginning of the year to determine which specific students belong in intervention programs. b. Programs and incentives: We will use our new Parent Square communication tool to engage homeless parents via text message, voicemail, email and certified letters. We will recognize students' high participation with some incentives like school supplies, metro passes etc.

Cross-curricular activities between all core subjects.

Using graphic organizers or interactive activities to provide vocabulary support for ELL.
a. Examples: Quizlets, Kahoot, synonyms/antonyms games, practice vocabulary use in sentences, and sentence-starter posters.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | During the PAC meetings, we have gone over our data in order to give the family community an idea of what our scores were like and what our goals were as well.  This meant that the school developed presentations that were based off of proficiency scores from our data portal/dashboard websites in order present the information in a way that the parents could digest our information. |
| Students | During the PAC meetings, students are involved in the decision making process for our LCAP.  At specific PAC meetings, we have gone over our data in order to give the students an idea of what our scores were like and what our goals were as well.  This meant that the school developed presentations that were based off of proficiency scores from our data portal/dashboard websites in order present the information in a way that the parents could digest our information. |
| Teachers | Presentations have been made to our staff about our LCAP and the goals.  These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals.  During this time, we go over what our projected goals/or make projected goals for the year and for future years. |
| School administrators | The administration team talks about what our goals were, what our results are, and what our future goals should be.  We do our best to decide what the best attainable goal would be for the next few years in order to set achievement goals for ourselves. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| SELPA Partners | SELPA representatives are engaged to ensure the needs of students with disabilities are adequately addressed in the LCAP. Regular consultations and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps in developing targeted actions to support students with disabilities, ensuring they receive equitable and effective education. By actively seeking input from these educational partners, MSA-6 ensures that the LCAP is a comprehensive plan that reflects the community's needs and priorities. This collaborative approach not only enhances the quality of the LCAP but also fosters a sense of ownership and commitment among all stakeholders. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The decisions to create goals for our LCAP was influenced by the feedback that was provided by the educational partners. We, as an administrative team, would take into consideration the perspectives that all of our stakeholders had given, find the middle ground, and then share it back to the stakeholders. The feedback and goals are then presented to the home office to be adopted into the following year's LCAP.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 100.0% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>75% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>95.6% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $11,554.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $90,963.43 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4035 Title II - Technology: $963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and | $303,981.05 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $4,240.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $217,804.08 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 100% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 90% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 60.22% <br>• English Learners: 7.69% <br>• Socioeconomically Disadvantaged: 61.37% | | | 2025-26: <br>• All Students: >= 55.00% <br>• English Learners: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 25.00% <br> • Asian: * <br> • Hispanic: 59.77% <br> • White: * | | | • Socioeconomically Disadvantaged: >= 55.00% <br> • Students with Disabilities: >= 25.00% <br> • Hispanic: >= 55.00% <br> • White: * | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <br> • All Students: 29.3 points above standard <br> • English Learners: 22.2 points below standard <br> • Socioeconomically Disadvantaged: 31.1 points above standard <br> • Students with Disabilities: 29.8 points below standard <br> • Asian: * | | | 2025-26: (2026 Dashboard) <br> • All Students: 30.0 points above standard <br> • English Learners: 13.0 points below standard <br> • Socioeconomically Disadvantaged: 32.0 points above standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 30.2 points above standard<br>• White: * | | | • Students with Disabilities: 20.0 points below standard<br>• Hispanic: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.0%<br>• English Learners: 17.6%<br>• Socioeconomically Disadvantaged: 56.9%<br>• Students with Disabilities: 42.1%<br>• Hispanic: 56.5%<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.11 (CGP: 55th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | <ul><li>English Learners: CGI: 0.00 (CGP: 50th percentile)</li><li>Socioeconomically Disadvantaged: CGI: 0.19 (CGP: 57th percentile)</li><li>Students with Disabilities: *</li><li>Hispanic: CGI: 0.07 (CGP: 53rd percentile)</li><li>White: *</li></ul> | | | 50th percentile)<ul><li>English Learners: CGI >= 0 (CGP >= 50th percentile)</li><li>Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)</li><li>Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)</li><li>Hispanic: CGI >= 0 (CGP >= 50th percentile)</li><li>White: *</li></ul> | |
| 2.8 | Percentage of students who have met or | 2022-23: | | | 2025-26: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | <ul><li>All Students: 35.87%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 35.63%</li><li>Students with Disabilities: 25.0%</li><li>Asian: *</li><li>Hispanic: 34.89%</li><li>White: *</li></ul> | | | <ul><li>All Students: >= 37.00%</li><li>English Learners: >= 10.00%</li><li>Socioeconomically Disadvantaged: >= 37.00%</li><li>Students with Disabilities: >= 25.00%</li><li>Hispanic: >= 37.00%</li><li>White: *</li></ul> | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<ul><li>All Students: 15.3 points below standard</li><li>English Learners: 81.6 points below standard</li><li>Socioeconomically Disadvantaged: 13.2 points</li></ul> | | | 2025-26: (2026 Dashboard)<ul><li>All Students: 13.0 points below standard</li><li>English Learners: 72.0 points below standard</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | below standard<br>• Students with Disabilities: 56.4 points below standard<br>• Asian: *<br>• Hispanic: 15.8 points below standard<br>• White: * | | | • Socioeconomically Disadvantaged: 11.0 points below standard<br>• Students with Disabilities: 47.0 points below standard<br>• Hispanic: 13.0 points below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.9%<br>• English Learners: 58.8%<br>• Socioeconomically Disadvantaged: 56.9%<br>• Students with Disabilities: 57.9% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 58.7%<br>• White: * | | | Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: * | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.030 (CGP: 62nd percentile)<br>• English Learners: CGI: 0.00 (CGP: 50th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile)<br>• Students with Disabilities: *<br>• Hispanic: CGI: 0.41 (CGP: 66th percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) <br> • Hispanic: CGI >= 0 (CGP >= 50th percentile ) <br> • White: * | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 50.0% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 17.6% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 33.33% <br> • English Learners: * <br> • Socioeconomically Disadvantaged: 32.35% <br> • Students with Disabilities: * | | | 2025-26: <br> • All Students: >= 30.00% <br> • English Learners: * <br> • Socioeconomically Disadvant | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 34.28% | | | aged: >= 30.00% <br>• Students with Disabilities: * <br>• Hispanic: >= 30.00% <br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $657,953.55 | No |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional | $34,190.12 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: $4,985.18 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, | $265,248.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Educational Software: $12,195.8<br>• Title I - Unemployment Insurance: $194.09<br>• Title I- Health & Welfare Benefits: 2,300.36<br>• Title I - OASDI/Medicare: $562.86<br>• Title I - STRS: $7,414.23<br>• Title I - Teacher Salaries: $38,818<br>• Title IV - Educational Software: $7,782.25 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. | $108,770.07 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $168,165.52 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 2.0% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 100% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 92.0% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,590.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title IV - Educational Software: $318 | $318.00 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic | $106,585.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title IV - PE supplies: $1,060 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded | $77,451.91 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | education, supplemental materials, field trip expenses, and afterschool/club expenses. <br><br> The following expenditures will be funded by federal Title funds: <br> • Title IV - Arts and Music Supplies: $1,378 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 2 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 22 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 26.5% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 92.80% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 32.0% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 3.1% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.9 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.10 | School experience survey "participation rates" by students, | 2023-24: Students: 99.1.0% Families: 94.2% | | | 2026-27: Students: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  | families, and staff (Source: Local Indicator Priority 6, Panorama Education) | Staff: 100.0% |  |  | Families: >= 75.0%<br>Staff: >= 95.0% |  |
| 4.11 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 77.0%<br>Families: 98.0%<br>Staff: 93.0% |  |  | 2026-27:<br>Students: >= 65%<br>Families: >= 95%<br>Staff: >= 80% |  |
| 4.12 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 85%<br>Families: 99%<br>Staff: 87% |  |  | 2026-27:<br>Students: >= 75%<br>Families: >= 95%<br>Staff: >= 85% |  |
| 4.13 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 91.39% |  |  | 2026-27: (Spring 2026 to Fall 2026) >= 85% |  |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families | $149,111.60 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Professional Services: $1,060<br>• Title I - Unemployment Insurance: $15<br>• Title I - OASDI/Medicare: $43.5<br>• Title I - STRS: $573<br>• Title I - Teacher Salaries: $3,000 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will | $152,590.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Ins. Mats and Supplies: $530 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the | $1,060.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title I - Professional Services: $1,060 | | |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $121,479.35 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$457,879 | $33,842 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 28.212% | 9.527% | $100,866.91 | 37.739% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | <ul><li>Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)</li><li>School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education)</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

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| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs<br><br>**Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br> LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| **3.3** | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: |

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| | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br>  LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br><ul><li>School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)</li><li>School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am</li></ul> |

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| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making<br><br>**Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

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| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

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| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>    LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate |

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| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

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| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

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|  | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in |

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| | | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

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| **4.4** | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | are so we can continue to provide our students with the best quality education.<br><br>**Scope:**<br>  LEA-wide | current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | (ADA) Rate (Source: SIS)<br>- Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- Middle School Dropout Rate (Source: CALPADS)<br>- Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>- Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>- School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|
| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-6 will utilize the concentration grant add-on funds ($33,842) in the following manner:

MSA-6 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $1,622,980 | $457,879 | 28.212% | 9.527% | 37.739% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,777,698.39 | $540,033.46 | | $155,600.07 | $2,473,331.92 | $1,613,151.85 | $860,180.07 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $11,554.00 | $11,554.00 | | | | $11,554.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $90,963.43 | $55,999.89 | $34,000.00 | | $963.54 | $90,963.43 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $16,394.40 | $287,586.65 | $303,981.05 | | | | $303,981.05 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $4,240.00 | $4,240.00 | | | | $4,240.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $217,804.08 | $217,804.08 | | | | $217,804.08 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $637,953.55 | $20,000.00 | $657,953.55 | | | | $657,953.55 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $34,190.12 | $2,650.00 | $26,554.94 | | $4,985.18 | $34,190.12 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $240,557.78 | $24,690.96 | $8,962.91 | $140,228.98 | | $116,056.85 | $265,248.74 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $108,770.07 | $0.00 | $108,770.07 | | | | $108,770.07 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $101,414.12 | $66,751.40 | | $143,608.52 | | $24,557.00 | $168,165.52 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,590.00 | $0.00 | $1,590.00 | | | $1,590.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $318.00 | $0.00 | | | $318.00 | $318.00 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $105,525.00 | $1,060.00 | $105,525.00 | | | $1,060.00 | $106,585.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $77,451.91 | $2,120.00 | $73,953.91 | | $1,378.00 | $77,451.91 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $142,497.20 | $6,614.40 | $144,420.10 | | | $4,691.50 | $149,111.60 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $146,022.74 | $6,567.76 | $150,262.74 | $1,797.76 | | $530.00 | $152,590.50 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,060.00 | | | | $1,060.00 | $1,060.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $114,016.99 | $7,462.36 | $3,180.00 | $118,299.35 | | | $121,479.35 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $1,622,980 | $457,879 | 28.212% | 9.527% | 37.739% | $530,405.82 | 0.000% | 32.681 % | **Total:** | $530,405.82 |
| | | | | | | | | **LEA-wide Total:** | $530,405.82 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $4,240.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,650.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $8,962.91 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $108,770.07 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $105,525.00 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,120.00 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $144,420.10 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $150,262.74 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $3,180.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $2,459,773.00 | $2,397,915.29 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $11,554 | $11,554.00 |
| 1 | 1.2 | Instructional materials and technology | No | $103,596 | $103,595.83 |
| 1 | 1.3 | Clean and safe facilities that support learning | | $333,981 | $333,981.05 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $4,240 | $4,240.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $234,480 | $217,803.65 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $648,185 | $637,863.36 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $34,190 | $34,190.12 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $236,377 | $234,593.84 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $104,296 | $104,296.07 |
| 2 | 2.5 | Support for students with disabilities | No | $133,751 | $133,751.40 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 6

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1,590 | $1,590.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $318 | $318.00 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $102,937 | $102,936.56 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $77,452 | $77,451.91 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $144,599 | $144,599.40 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $167,930 | $148,929.96 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,060 | $1,060.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $119,237 | $105,160.14 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $404,877 | $562,995.67 | $304,010.09 | $258,985.58 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $4,240.00 | $4,240.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $2,650.00 | $2,650.00 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $158,939.50 | $5,310 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $104,296.07 | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $140,862.20 | | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $2,120.00 | $2,120.00 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $139,907.90 | $139,907.90 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $5,740.00 | $146,602.19 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,060.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $3,180.00 | $3,180.00 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $1,058,717 | $404,877 | 0.000% | 38.242% | $304,010.09 | 0.000% | 28.715% | $100,866.91 | 9.527% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements
2024-25 Local Control and Accountability Plan for Magnolia Science Academy 6

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy 7

CDS Code: 19-64733-0117655

School Year: 2024-25

LEA contact information:

Meagan Wittek

Principal

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(818) 886-0585

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

**Projected Revenue by Fund Source**

Total LCFF funds
$4,026,884
65 %

All federal funds,
$315,432 , 5%

All local funds,
$271,342 , 4%

All other state funds
$1,558,388 , 25%

LCFF supplemental &
concentration grants,
$1,075,950 , 18%

All Other LCFF funds,
$2,950,934 , 48%

This chart shows the total general purpose revenue Magnolia Science Academy 7 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy 7 is $6,172,046, of which $4,026,884 is Local Control Funding Formula (LCFF), $1,558,388 is other state funds, $271,342 is local funds, and $315,432 is federal funds. Of the $4,026,884 in LCFF Funds, $1,075,950 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,143,952

Total Budgeted Expenditures in the LCAP $6,143,952

This chart provides a quick summary of how much Magnolia Science Academy 7 plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy 7 plans to spend $6,143,951.60 for the 2024-25 school year. Of that amount, $6,143,951.60 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy 7 is projecting it will receive $1,075,950 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy 7 must describe how it intends to increase or improve services for high needs students in the LCAP.  Magnolia Science Academy 7 plans to spend $1,212,514.93 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $856,709

□ Actual Expenditures for High Needs Students in LCAP — $709,833

(x-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000)

This chart compares what Magnolia Science Academy 7 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what  Magnolia Science Academy 7 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy 7's LCAP budgeted $856,708.84 for planned actions to increase or improve services for high needs students. Magnolia Science Academy 7 actually spent $709,833.25 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-146,875.58,999,999,997 had the following impact on Magnolia Science Academy 7's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 7 used applicable (if not all) state, federal, and local funds including, but not limited  to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 7 | Meagan Wittek<br>Principal | mwittek@magnoliapublicschools.org<br>(818) 886-0585 |

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 1 | 2022-23: 0 | 2023-24: 1 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 1 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 93.0% | 2021-22: (Spring 2021 to Fall 2021) 100% | 2022-23: (Fall 2021 to Fall 2022) 81%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 88% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.0% | 2021-22: (As of 5/12/22) 95.3% | 2022-23: (As of 5/12/23) 94.8% | 2023-24: (As of 12/15/23) 97.4% | 2023-24: 97.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1:
Planned Actions - teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.
Actual Implementation of Actions - All planned actions were implemented except for performance pay since this was taken out of the MPS policy. All students, TK-5th received quality instruction from fully credentialed teachers, with the exception of one who was working on a permit to complete her credential. Fourteen new staff members were hired this school year resulting in a need to complete a live scan and TB test and be reimbursed for the fees.

Goal 1 Action 2:
Planned Actions - textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, Asset Works, firewall, Datto, Cloud Ready, Zoom, Go Guardian, etc.), phone/internet, and depreciation.

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Actual Implementation of Actions - All planned actions were implemented. 100% of all enrolled students had access to their own copies of standards-aligned instructional materials for use at school and at home. Our school has more than a one-to-one ratio of technology devices to students. We continue to share an IT Manager with another school site so he works at each campus part-time. All eleven classrooms are now equipped with Viewsonic Interactive Boards as well as an extra one to be used for student and parent programs.

Goal 1 Action 3:
Planned Actions - facilities rent/acquisition cost, custodial staff salaries, and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety-related expenses (PPE, nursing services, etc.), and insurance costs (workers' compensation, Charter SAFE, etc.)
Actual Implementation of Actions - All planned actions were implemented. Our current facilities are considered to be in "good repair". Multiple upgrade and maintenance projects were done including, new doors installed, plumbing repairs, etc. Custodial and health and safety needs were a priority as we continue to help try and limit the spread of the COVID-19 virus and other viruses, therefore more custodial supplies were purchased.

Goal 1 Action 4:
Planned Actions - student meals, water, and refreshments.
Actual Implementation of Actions - As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all classrooms and offices continue to have a water dispenser and cups with monthly service.

Goal 1 Action 5:
Planned Actions - Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back office related expenses (Adaptive Insights, Data Works, etc.)
Actual Implementation of Actions - All planned actions were implemented. Support was provided accordingly by Home Office staff, our authorizer, and legal council. Other systems and programs were used accordingly.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $18,900
Actual: $18,900
Explanation: There are no discrepancies for 1.1 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 1 Action 2
Budgeted: $312,318
Actual: $312,318

Explanation: There are no discrepancies for 1.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 1 Action 3
Budgeted: $800,538
Actual: $834,310
Explanation: The budgeted expenditures for 1.3 were about $34,000 less than the actual expenditures. This discrepancy is not significant as it is less than 10% of the budgeted amount.

Goal 1 Action 4
Budgeted: $17,280
Actual: $17,280
Explanation: There are no discrepancies for 1.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 1 Action 5
Budgeted: $687,765
Actual: $687,765
Explanation: There are no discrepancies for 1.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. We were able to hire all necessary staff and teachers and support them with any hiring fees. Being able to support eligible staff members with hiring and other fees, helps move the hiring process along and get qualified staff members into their respective positions more quickly.

Action 2: This action was effective in making progress toward the goal. We were able to provide all students with the instructional materials and technology needed to access their curriculum and learning. Thanks to the additional funding provided to schools, more technology was purchased allowing for at least a one-to-one student-to-device ratio and Chromebook carts in all classrooms TK-5th as well as Viewsonic Interactive Boards in every classroom. We were also able to keep our IT manager, by continuing to split the position with another school. It has been very helpful to have an IT Manager who can assist with the maintenance of all devices, internet reliability, testing support, etc.

Action 3: This action was effective in making progress toward the goal. We were able to put protocols in place and purchase all necessary items to ensure students and staff had access to a safe, secure, healthy, and high-quality learning and working environment. This funding allowed us to keep an additional custodian.

Action 4: This action was effective in making progress toward the goal. As we continue to help try and limit the spread of the COVID-19 virus and other viruses, health and safety maintained a primary focus so all classrooms and offices were provided a water dispenser and cups with monthly service. Having the funding to be able to do this allowed students and staff to attend school in a safe, healthy, and comfortable school setting.

Action 5: This action was effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #1 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. We will continue to prioritize budgeting and decision making to provide our students with standards-aligned curriculum and access to all instructional materials and technology required for equitable learning. Maintaining our facility and ensuring the health and safety of our students and staff will also remain a priority as we ensure all necessary items are in stock and any needed repairs are complete. The biggest change our school experienced this year that falls under Goal #1 is that we transitioned the full time security guard we had through a third party vendor to being a full-time employee (Campus Safety Aide). We plan on keeping this position for next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 90% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 95% | 2023-24: (As of 5/20/24) 95% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 68% | 2021-22: (As of 5/13/22) 61% | 2022-23: (As of 5/12/23) 75% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 63% | 2021-22: (First semester) 0% | 2022-23: (First semester) 89% | 2023-24: (First semester) 82% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 63.0 | 2021-22: (As of 5/13/22) 162.0 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 75.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 44.54%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 37.50%<br>• Students with Disabilities: 25.00%<br>• Hispanic: 34.57%<br>• White: 85.71% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 37.86%<br>• English Learners: 15.38%<br>• Socioeconomically Disadvantaged: 32.04%<br>• Students with Disabilities: 5.88%<br>• Hispanic: 33.34%<br>• White: 42.86%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 36.50%<br>• English Learners: 9.31<br>• Socioeconomically Disadvantaged: 31.03%<br>• Students with Disabilities: 8.70%<br>• Asian: *<br>• Hispanic: 34.62%<br>• White: *<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 38.00% | 2022-23:<br>• All Students: 51.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 44.00%<br>• Students with Disabilities: 35.00%<br>• Hispanic: 41.00%<br>• White: 87.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 34.22%</li><li>English Learners: 15.87%</li><li>Students with Disabilities: 4.00%</li><li>Hispanic: 29.01%</li><li>White: 52.38%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 57.71%</li></ul> | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 34.27%</li><li>English Learners: 13.79%</li><li>Students with Disabilities: 20.59%</li><li>Hispanic: 27.13%</li><li>White: 42.86%</li></ul><br>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 44.83%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 7.7 points below standard</li><li>English Learners:</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard)<ul><li>All Students: 30.2 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 32.7 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 1.0 point below standard</li><li>English Learners:</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 24.1 points below standard<br>• Socioeconomically Disadvantaged: 21.7 points below standard<br>• Students with Disabilities: 50.8 points below standard<br>• Hispanic: 24.5 points below standard<br>• White: 62.9 points above standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 53.3%<br>• English Learners: 55.4%<br>• Students with Disabilities: 45.2%<br>• Hispanic: 55.2%<br>• White: 57.1% | 58.4 points below standard<br>• Socioeconomically Disadvantaged: 44.5 points below standard<br>• Students with Disabilities: 82.4 points below standard<br>• Hispanic: 39.0 points below standard<br>• White: 5.2 points below standard | 58.4 points below standard<br>• Socioeconomically Disadvantaged: 44.8 points below standard<br>• Students with Disabilities: 107.7 points below standard<br>• Asian: *<br>• Hispanic: 40.0 points below standard<br>• White: * | 16.0 points below standard<br>• Socioeconomically Disadvantaged: 13.0 points below standard<br>• Students with Disabilities: 40.0 points below standard<br>• Hispanic: 16.0 points below standard<br>• White: 64.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 36.6%<br>• English Learners: 28.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 53.3% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 45.9% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 60.7% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 33.9%<br>• Students with Disabilities: 47.4%<br>• Asian: 38.9%<br>• Hispanic: 33.9%<br>• White: 50.0% | • English Learners: 55.4%<br>• Socioeconomically Disadvantaged: 54.5%<br>• Students with Disabilities: 45.2%<br>• Asian: 47.8%<br>• Hispanic: 55.2%<br>• White: 57.1% | • English Learners: 42.4%<br>• Socioeconomically Disadvantaged: 43.0%<br>• Students with Disabilities: 42.4%<br>• Asian: 64.0%<br>• Hispanic: 45.5%<br>• White: 41.2% | • English Learners: 57.6%<br>• Socioeconomically Disadvantaged: 57.5%<br>• Students with Disabilities: 68.8%<br>• Hispanic: 59.7%<br>• White: 71.4% | • Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 60.0%<br>• Hispanic: 60.0%<br>• White: 60.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 32.14%<br>• English Learners: 3.45%<br>• Socioeconomically Disadvantaged: 25.61%<br>• Students with Disabilities: 25.00%<br>• Hispanic: 24.10%<br>• White: 57.14% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics | 2021-22:<br>• All Students: 26.24%<br>• English Learners: 5.00%<br>• Socioeconomically Disadvantaged: 19.23%<br>• Students with Disabilities: 5.88%<br>• Hispanic: 22.68%<br>• White: 21.43%<br><br>We have used the Measures of Academic Progress | 2022-23:<br>• All Students: 21.90%<br>• English Learners: 2.33%<br>• Socioeconomically Disadvantaged: 16.38%<br>• Students with Disabilities: 4.35%<br>• Asian: *<br>• Hispanic: 17.3%<br>• White: *<br><br>IAB Math Level 3 and 4 Projection (1/22/24): | 2022-23:<br>• All Students: 38.00%<br>• English Learners: 13.00%<br>• Socioeconomically Disadvantaged: 32.50%<br>• Students with Disabilities: 35.00%<br>• Hispanic: 32.00%<br>• White: 59.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  | assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br><ul><li>All Students: 26.34%</li><li>English Learners: 12.70%</li><li>Students with Disabilities: 8.00%</li><li>Hispanic: 22.90%</li><li>White: 23.81%</li></ul><br>IAB Math Level 3 and 4 Projection (5/13/22):<br><ul><li>All Students: 30.42%</li></ul> | (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br><ul><li>All Students: 28.02%</li><li>English Learners: 8.47%</li><li>Students with Disabilities: 5.88%</li><li>Hispanic: 21.80%</li><li>White: 42.86%</li></ul><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br><ul><li>All Students: 24.30%</li></ul> | <ul><li>All Students: 37.25%</li></ul> |  |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 32.1 points below standard<br>• English Learners: 54.7 points below standard<br>• Socioeconomically Disadvantaged: 43.8 points below standard<br>• Students with Disabilities: 58.5 points below standard<br>• Hispanic: 45.8 points below standard<br>• White: 3.9 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 53.8%<br>• English Learners: 56.2%<br>• Students with Disabilities: 51.6%<br>• Hispanic:53.6% | 2021-22: (2022 Dashboard)<br>• All Students: 46.1 points below standard<br>• English Learners: 70.7 points below standard<br>• Socioeconomically Disadvantaged: 54.6 points below standard<br>• Students with Disabilities: 84.6 points below standard<br>• Hispanic: 53.4 points below standard<br>• White: 56.7 points below standard | 2022-23: (2023 Dashboard)<br>• All Students: 58.2 points below standard<br>• English Learners: 79.9 points below standard<br>• Socioeconomically Disadvantaged: 69.5 points below standard<br>• Students with Disabilities: 101.7 points below standard<br>• Asian: *<br>• Hispanic: 67.8 points below standard<br>• White: * | 2022-23: (2023 Dashboard)<br>• All Students: 24.0 points below standard<br>• English Learners: 47.0 points below standard<br>• Socioeconomically Disadvantaged: 37.0 points below standard<br>• Students with Disabilities: 50.0 points below standard<br>• Hispanic: 38.0 points below standard<br>• White: 9.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 53.8% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 23.3%<br>• English Learners: 6.4%<br>• Socioeconomically Disadvantaged: 20.5%<br>• Students with Disabilities: 9.5%<br>• Asian: 33.3%<br>• Hispanic: 18.3%<br>• White: 33.3% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 53.8%<br>• English Learners: 56.2%<br>• Socioeconomically Disadvantaged: 54.3%<br>• Students with Disabilities: 51.6%<br>• Asian: 65.2%<br>• Hispanic:53.6%<br>• White: 53.8% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 45.0%<br>• English Learners: 37.7%<br>• Socioeconomically Disadvantaged: 43.5%<br>• Students with Disabilities: 32.4%<br>• Asian: 48.1%<br>• Hispanic: 43.6%<br>• White: 57.9% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 51.8%<br>• English Learners: 52.2%<br>• Socioeconomically Disadvantaged: 51.9%<br>• Students with Disabilities: 60.6%<br>• Hispanic: 49.0%<br>• White: 59.3% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 60.0%<br>• Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 60.0%<br>• Asian: 60.0%<br>• Hispanic: 60.0%<br>• White: 60.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 46.4% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level: | 2021-22: (2022 Dashboard) 48.1% | 2022-23: (2023 Dashboard) 33.3% | 2022-23: (2023 Dashboard) 49.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>Level 4: 16%</li><li>Level 3: 34.5%</li><li>Level 2: 43%</li><li>Level 1: 6.8%</li></ul> | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 1.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 16% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 15.91% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 13.95% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<ul><li>All Students: 34.62%</li><li>English Learners: 6.25%</li><li>Socioeconomically Disadvantaged: 23.53%</li><li>Hispanic: 25.00%</li></ul> | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<ul><li>All Students: 24.53%</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 14.29%</li><li>Students with Disabilities: *</li><li>Hispanic: 15.63%</li></ul> | 2022-23:<ul><li>All Students: 29.55%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 25.71%</li><li>Students with Disabilities: *</li><li>Hispanic: 20.59%</li></ul> | 2022-23:<ul><li>All Students: 40.00%</li><li>English Learners: 15.00%</li><li>Socioeconomically Disadvantaged: 30.00%</li><li>Hispanic: 33.00%</li></ul> |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 Action 1:
Planned Actions - teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.
Actual Implementation of Actions - All planned actions were implemented. 100% of programs and services outlined in the charter petition were provided to students dependent on need and interest. State standards and adopted grade-level curriculum were used to deliver high quality instruction.

Goal 2 Action 2:
Planned Actions - professional development, tuition reimbursement, and TeachBoost software fees.
Actual Implementation of Actions - All planned actions were implemented. A robust professional development program was delivered to teachers and staff on a variety of topics including Guided Math, PLCs, SEL, PBIS, trauma-informed instruction, and more. Eight staff members participated in the tuition reimbursement program to help further their professional growth. The TeachBoost software program was used to document observation and coaching cycles as well as goal-setting and summative assessments for all staff. 100% of our teachers received a formal observation coaching cycle and 100% of our informal observation goal was achieved (we completed more informal observations than our set goal). We completed 31 Summative Assessments, 14 Formal Observations, 53 Informal Observations, and 18 Peer Observations.

Goal 2 Action 3:
Planned Actions - Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, NextGen Math, Spelling City, Seesaw, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.)
Actual Implementation of Actions - Most planned actions were implemented. All programs were used in the classroom and as part of small group learning and intervention/enrichment. All students in grade 1st-5th completed three rounds of NWEA MAP testing (Fall, Winter, and Spring). The biggest difference was that we had difficulty filling the Intervention Teacher position for the first half of the year so we adjusted it to be a part time teacher aid position with no benefits offered.

Goal 2 Action 4:
Planned Actions - EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.
Actual Implementation of Actions - All planned actions were implemented. ELD instruction is delivered in two models, integrated in the classroom by the teacher and designated by the ELD coordinator and aides in small groups. 92 students enrolled for the 2023-24 were classified as EL students with a breakdown of - Level 4: 11%, Level 3: 31%, Level 2: 42%, Level 1: 16%. The students just finished taking the 2024 ELPAC so these levels may change. So far, 4 students have qualified for reclassification.

Goal 2 Action 5:
Planned Actions - SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, outsourced SPED services fees, and SPED instructional materials and technology.
Actual Implementation of Actions - All planned actions were implemented. Students with disabilities receive services and support as described in their IEPs based on their needs. Services include Resource, Speech, Occupational Therapy, DHH, Adapted Physical Education and counseling. They are provided either by the SPED coordinator, RSP teachers, SPED aides, school psychologist, or an outside service provider. 40 students enrolled for the 2023-24 school year have an IEP and receive services.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,295,065
Actual: $1,322,161
Explanation: The planned expenditures for 2.1 were about $27,000 less than the actual expenditures. This discrepancy is not significant as it is less than 10% of the budgeted amount for this action.

Goal 2 Action 2
Budgeted: $56,961
Actual: $56,961
Explanation: There are no discrepancies for 2.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 2 Action 3
Budgeted: $662,461
Actual: $620,278
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $122,394
Actual: $122,394
Explanation: There are no discrepancies for 2.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 2 Action 5
Budgeted: $899,113

Actual: $899,113
Explanation: There are no discrepancies for 2.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. Teachers and principals are paid a competitive rate to ensure a high quality core curricular and instructional program is provided to the students. When a teaching position is not able to be filled by an effective teacher or our teachers call out, then we are required to call in a substitute to cover for that teacher which we did this year. We ended up having to use four long-term substitutes this year to cover various maternity leave positions and two positions where the teachers resigned mid-year.

Action 2: This action was effective in making progress toward the goal. In order to ensure that we are doing our best as a school in providing students with access to a high-quality academic program and that they are making progress on the CCSS, then we need to continue to develop and grow as educators. This can be done by providing quality professional development to our staff which we did. Another way we supported this growth was by offering and providing tuition reimbursement to staff members who want to continue their education or need to complete their induction programs. Lastly, high-quality instruction and professional growth need to be monitored and this can be done through observations and evaluations using the Teach Boost system.

Action 3: This action was effective in making progress toward the goal. Deans, coordinators, intervention staff, and instructional aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Additional programs such as after-school clubs and tutoring, Saturday school, and summer school, are provided to students to help them further access the CCSS and ensure they are pursuing academic excellence as well as working toward being college and career ready. In addition to the adults on campus working with the students and the provided extracurricular activities, we use funds to purchase several different supplemental digital programs to support student learning in a fun and engaging way as well as to assess student learning to help drive instruction.

Action 4: This action was effective in making progress toward the goal. The EL Coordinator and aides are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the EL students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing designated and integrated ELD, students can make more progress on the CCSS and pursue academic excellence.

Action 5: This action was effective in making progress toward the goal. The SPED Coordinator, RSP teachers, SPED aides, and school psychologist are paid a competitive rate to ensure that high-quality support services and programs aligned to the core curricular and instructional program are provided to the students. Being able to have these positions at our school allows for the SPED students we have enrolled to successfully access the high-quality core curriculum program we offer. By providing push-in and pull-out support, students can

make more progress on the CCSS and pursue academic excellence. This support is also provided by service providers from an outside agency.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #2 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open so staff can continue to deliver the same high-quality level of instruction and support to students. We will continue to prioritize budgeting and decision making to provide our staff with quality professional development that will contribute to instruction and well-being of our students. For the 24-25 school year we will be participating in Writing PD, SEL training, ELD training and more. We will also have 5 staff members participating in the tuition reimbursement program as they pursue higher education, teaching credentials and induction programs. We will continue to observe, coach and evaluate our staff using the Relay coaching cycle we effectively used this year to maintain and even increase the number of informal observations and peer observations conducted.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|--------|-------------|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 0% | 2021-22: (As of 5/13/22) 3% | 2022-23: (As of 5/12/23) 4% | 2023-24: (As of 5/20/24) 0% | 2023-24: 5% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 98% | 2022-23: (As of 5/12/23) 98% | 2023-24: (As of 5/20/24) 96% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 100% | 97% | 99% | 99% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 Action 1:
Planned Actions - college/career related materials and activities.
Actual Implementation of Actions - We are an elementary school so no funds were allocated to this action. We do promote a college and career readiness school culture but no financial resources were required or prioritized this year. We were able to take some students and families on a field trip to UC Santa Barbara using the Community School Grant funds.

Goal 3 Action 2:
Planned Actions - supplemental science program fees
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th created or demonstrated a STEAM focused project this year and the supplemental program Mystery Science assisted with the instruction to help teachers and students accomplish this goal.

Goal 3 Action 3:
Planned Actions - computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a computer/technology class as part of their weekly schedule and instruction.

Goal 3 Action 4:
Planned Actions - PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.
Actual Implementation of Actions - All planned actions were implemented. 100% of our students TK-5th took a PE class as part of their weekly schedule and instruction.

Goal 3 Action 5:
Planned Actions - teacher salaries and benefits for additional programs that support a well-rounded education, supplemental materials, field trip expenses, and after-school/club expenses.
Actual Implementation of Actions - All planned actions were implemented. All students, TK-5th participated in a variety of programs to enrich and support their learning. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well rounded instructional program integrating STEAM.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 3 Action 2
Budgeted: $1,296
Actual: $1,296
Explanation: There are no discrepancies for 3.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 3
Budgeted: $122,788
Actual: $122,788
Explanation: There are no discrepancies for 3.3 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 4
Budgeted: $127,917
Actual: $127,917
Explanation: There are no discrepancies for 3.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 3 Action 5
Budgeted: $646,139
Actual: $646,139

Explanation: There are no discrepancies for 3.5 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. No funds were allocated to this action because we are an elementary school, TK-5th, but we do promote a college-going culture through college visits, college/career days, and other college-related activities. We hold an annual College & Career Week which includes a STEAM-focused Career Day. This year some students and families took a college field trip to UC Santa Barbara using the Community School Grant. These events and opportunities allow students to see what options and opportunities there are for them.

Action 2: This action was effective in making progress toward the goal. By purchasing this interactive and hands-on science supplemental program, students become more engaged in their science instruction and learning. Having this program assisted us in accomplishing our action of 100% of our students TK-5th creating or demonstrating a STEAM-focused project this year. We also had a record 53 students participate in the MPS STEAM Expo this year helping to build that independent, innovative, and creative learning.

Action 3: This action was effective in making progress toward the goal. Part of the actions and metrics for goal #3 is for students to use technology in a transformative way. By having a full-time computer teacher, students are able to participate in weekly computer classes that teach them the technology skills they need to be successful. Students either participate in their computer and technology learning in the computer lab or in their classrooms with the one-to-one devices each room has. Students also have the opportunity to participate in technology-based after-school clubs such as coding and robotics.

Action 4: This action was effective in making progress toward the goal. All students were able to participate in weekly physical education and health lessons with our full-time PE teacher. All lessons and activities are aligned to grade-level state physical education standards. The lessons, grades TK-5th, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. All students also participate in daily recess and lunch play time and have sufficient equipment for these activities. 100% of 5th-grade students successfully participated in the PFT assessment as well.

Action 5: This action was effective in making progress toward the goal. All students, TK-5th participated in a variety of programs to enrich and support their learning and gave them access to a well-rounded education that supports their readiness for college and the global world. This includes after-school tutoring and clubs, a GATE program, an Intervention program, math clubs, and a well-rounded instructional program integrating STEAM.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #3 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we have planned and budgeted for keeping all positions open that fall under this goal (i.e. Computer Teacher, PE teacher, Intervention Teacher, etc.) so students can continue to have access to a well-rounded instructional program. We will also keep our annual subscription to Mystery Science since students and staff enjoy it and use it so much. This year alone over 500 Mystery Science lessons were used and taught to our students.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 2 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 10 | 2021-22: (As of 5/13/22) 8 | 2022-23: (As of 5/12/23) 7 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 15 | 2021-22: (As of 5/13/22) 7 | 2022-23: (As of 5/12/23) 40 | 2023-24: (As of 5/20/24) 42 | 2023-24: 10 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>13.7% | 2021-22: (As of 5/13/22)<br>8.3% | 2022-23: (As of 5/12/23)<br>28.6% | 2023-24: (As of 5/20/24)<br>20.4% | 2023-24:<br>20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>97.09% | 2021-22: (P-2 ADA)<br>88.57% | 2022-23: (P-2 ADA)<br>92.50% | 2023-24: (P-2 ADA)<br>93.56% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>7.8% | 2021-22: (As of 5/13/22)<br>27.2% | 2021-22: (2022 Dashboard)<br>24.5%<br><br>2022-23: (As of 5/12/23)<br>27.5% | 2022-23: (2023 Dashboard)<br>29.0%<br><br>2023-24: (As of 5/31/24)<br>16.2% | 2022-23: (2023 Dashboard)<br>9.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0.3% | 2022-23: (As of 5/12/23)<br>0.4% | 2022-23: (2023 Dashboard)<br>0.4%<br><br>2023-24: (As of 5/31/24)<br>0.00% | 2022-23: (2023 Dashboard)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (CDE DataQuest) 0.00% 2022-23: 0.00% | 2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 92.3% Families: 65.4% Staff: 100.0% | 2021-22: Students: 97.2% Families: 51.7% Staff: 90.9% | 2022-23: Students: 97.9% Families: 89.3% Staff: 100% | 2023-24: Students: 96.8% Families: 82.2% Staff: 97.2% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 81% Families: 99% Staff: 97% | 2021-22: Students: 77.0% Families: 98.0% Staff: 93.0% | 2022-23: Students: 73% Families: 99% Staff: 90% | 2023-24: Students: 68.0% Families: 97.0% Staff: 81.0% | 2023-24: Students: 80% Families: 100% Staff: 95% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 87% | 2021-22: (Spring 2021 to Fall 2021) 88.0% | 2022-23: (Spring 2022 to Fall 2022) 88% | 2023-24: (Spring 2023 to Fall 2023) 95.91% | 2023-24: (Spring 2023 to Fall 2023) 90% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 Action 1:
Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees.
Actual Implementation of Actions - DTS fees are paid through the Home Office budget

Goal 4 Action 2:
Planned Actions - Infinite Campus SIS fees, Parent Square software fees, School Mint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.

Actual Implementation of Actions - All planned actions were implemented. More Home Visits were conducted than last year. Our school wide goal was 30% of our student population will receive a Home Visit. We got very close to achieving this goal with 29% of our students receiving a Home Visit this year. The virtual Home Visit policy that was approved by our Board continues to stay in effect, however, the majority of our home visits were held in person. We also held more parent activities and events than we have in the past few years. We had a goal of 10 but we actually held 40.

Goal 4 Action 3:
Planned Actions - Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.
Actual Implementation of Actions - All planned actions were implemented. Additional SEL and PBIS PD for staff and SEL and PBIS programs for students were added throughout the year to address the high level of needs exhibited by students in recent years. All students received one free set of school uniforms at the start of the school year.

Goal 4 Action 4:
Planned Actions - Panorama Education survey fees.
Actual Implementation of Actions - All planned actions were implemented. 82% of families, 97% of students, and 97% of staff members completed the Educational Partner survey in Spring 2024. Our school received an approval rating of 97% from families, 68% from students, and 81% from staff.

Goal 4 Action 5:
Planned Actions - membership fees (CCSA, WASC, etc.)
Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state, expansion projects, and participation in our first year of Community Schools Grant Implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 4 Action 2
Budgeted: $148,441
Actual: $148,441

Explanation: There are no discrepancies for 4.2 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 4 Action 3
Budgeted: $93,432
Actual: $93,432
Explanation: There are no discrepancies for 4.3 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 4 Action 4
Budgeted: $1,620
Actual: $1,620
Explanation: There are no discrepancies for 4.4 between planned and actual expenditures. All planned actions were implemented and allocated funds were used.

Goal 4 Action 5
Budgeted: $224,695
Actual: $266,825
Explanation: The actual expenditures for 4.5 were about $42,000 more than planned expenditures. One contributing factor for this difference is the salaries and benefits for the clerical and technical support personnel for the California Community Schools Partnership Program.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1: This action was effective in making progress toward the goal. Although we are a school that frequently seeks input and guidance for decision-making from our families, we did not allocate any funds for this action. We did hold most of the projected parent meetings as explained in our LCAP and we administered the annual Educational Partner surveys. For the 2023-24 school year, we conducted 7 PAC meetings, 9 PTF meetings, 3 ELAC meetings, 6 Coffee with the Admin meetings, and held 40 parent participation events and activities. During these meetings, feedback and input were sought for items such as LCAP development, budget development, safety plan development, etc.

Action 2: This action was effective in making progress toward the goal. The steps taken for action 2 helped our educational partners feel a sense of community and connectedness. This includes holding events such as the Community Resource Fair, Back to School Night, Steam Expo, parent/teacher conferences, regular meetings, and more. As we brought these events and activities to our community, we worked hard to make our families and community feel comfortable and included. We were able to prioritize home visits again and increased our rate of students who were visited from 18% last year to 29% this year. The work we put into this action contributed to the 97% approval rating we received from families on the educational partner survey.

Action 3: This action was effective in making progress toward the goal. Having an office/attendance clerk tremendously helps our school and parents have meaningful engagement opportunities with each other. We were also able to provide every student with one free school uniform set this year which contributes to their sense of connectedness. Lastly, we were able to provide our staff with multiple PD sessions on the topics of PBIS and SEL, knowing how important it would be this year for us to have strong behavior and social-emotional support in place for our students. Thanks to the strong PBIS systems we put into place, we saw a dramatic decrease in behavior referrals and incidents this year. We also saw a decrease in student mental health needs as compared to last year and kept many of the mental health and SEL services in place for our students. This included a school-wide SEL music program, 3 student support groups, one-on one counseling for over 40 students, and family therapy for 4 families.

Action 4: This action was effective in making progress toward the goal. This action is dedicated to giving our educational partners a platform to share their feedback on critical areas of our school functionality to allow us an opportunity to review data, reflect and refine as needed. Having families participate in these annual surveys truly allows for collaboration as we develop our school-wide action plans based on the input received. Parents are able to see their voices put into action. For example, families gave feedback about wanting a sports program for their children we partnered with a third-party vendor to provide after-school sports to our students this year.

Action 5: This was an area where we as a school community feel there was a lot of growth and progress made. We increased the number of community partnerships this year (22 total partnerships), held multiple community events (12 events), increased our marketing and branding, participated in more enrollment events (20 events), and really used our parent champions/PTF Board members to advocate for our school. By taking all these steps, it helps us all feel more connected through coming together to collaborate and work toward creating a safe and nurturing environment for all of our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

After taking the time to reflect upon goal #4 and it's metrics, desired outcomes, and actions, we have determined that most practices will remain the same for the 2024-25 school year wherever applicable and possible. For example, we will continue holding parent meeting and family and community events next year. We will also continue to prioritize the staff positions that help us better connect with and serve our school and community. This includes our office staff, our Community School Coordinator, an added ELOP Coordinator this year and and new Family Success Coordinator being added next year. We will also continue to administer the annual educational partner survey knowing how critical that data and information is to our decision making and planning. This year we were able to increase our parent meetings and workshops to be monthly so we plan to continue that. Additionally, we increased our Home Visit rate by 10% for a total of 29% of our students receiving a home visit this year. We hope to maintain the same rate if not higher next year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy 7 | Meagan Wittek<br>Principal | mwittek@magnoliapublicschools.org<br>(818) 886-0585 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy 7, is a classroom-based charter school serving grades TK-5 with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). Originally founded in 2009, MSA-7's mission is to provide a college-motivating educational program emphasizing STEAM in a safe environment that cultivates respect for self and others.

MSA-7 has 276 students in grades TK-5 and mainly draws enrollment from Northridge, Reseda, and neighboring communities. The neighborhoods that MSA-7 serves are heavily immigrants with a language other than English spoken at home. A high concentration of the families MSA-7 serves to face economic challenges. MSA-7 has a diverse enrollment, including 71% Hispanic/Latino, 12% White, Black 6%, Asian %11.  83% Socioeconomically Disadvantaged, 15% Special Education, and 33% English Learner population.

MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-7 is supplemented by tutoring, after-school programs, and school-to-out-of-school resource links.

Magnolia Science Academy 7
Address: 18355 Roscoe Blvd, Northridge, CA, 91325
Phone: 818-886-0585
Email: mwittek@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available. The data below is from the most recent California Dashboard data available and identified areas of strength:

Suspension Indicator on the California Dashboard is at a very low rate and continues to maintain this measure

English Learners Language Progress student group Indicator on the California Dashboard is at a medium level and continues to move towards a high or very high level in ELA.

All significant groups (EL, SED, Hisp.) on the California Dashboard have a performance level of orange and are performing significantly higher compared to the State Status in Math..

English Language Arts indicator on the California Dashboard is orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it, MSA-7 is higher than all shared (neighborhood) similar schools in ELA based on the 2023 SBAC result. and all students maintained improved from the spring of 2018 to the fall of 2018.

Mathematics indicators on the California Dashboard are also orange, LAUSD Site Visitors (Charter School Department Auditors) shared the comparison table of similar schools and according to it, MSA-7 is higher than all shared (neighborhood) similar schools in ELA and MATH based on the 202318 SBAC results.

In terms of organizational, management, and program areas, LAUSD Charter School Department Site visitors have not provided us with the 2023-24 Oversight Visit report as of yet.

Some additional successes our school accomplished this year include:

100% of our students had access to all curricular and technology items needed to access their academic program.

100% of our students have created and/or demonstrated a STEAM-focused project this year as well as completed a Computer/Technology class.

Educational partner approval rates of 73% for students, 99% for families, and 90% for staff.

MSA-7 seeks to continually develop professional learning opportunities for all educational partners in the areas of academic and socio-emotional development. Potential training includes development in a growth mindset, culturally responsive teaching, trauma-informed instruction, PBIS, addressing learning loss, and more. MSA-7 continues to be proud of its efforts to develop the capacity of special populations such as English Language Learners and SPED students. Continual support and compliance are provided to the staff in the form of professional learning opportunities, grade-level meetings, webinars, and other training. In the classroom, students are introduced to all common core education model components.


CHALLENGES

MSA-7 data manager, administration team, survey results, and annual site visit auditors from LAUSD provided data and information available. The data below is from the most recent Dashboard data available and identified areas of need in order to close the achievement gap:

Mathematics indicator on the California Dashboard is at orange or low for all student groups. Socioeconomically disadvantaged, Latino, and EL students are on the color indicator of red.

English Language Arts indicator on the California Dashboard is at orange or low for all students. Again, Socioeconomically disadvantaged and, Hispanic Latino are a color orange and EL students are on the color indicator of yellow. red.

We knew that all of our students would need additional support and interventions as we continue to mitigate the learning loss caused by the school closures. However, looking at data including MAP assessments, benchmarks, reading levels, and classroom grades, we knew that our students identified as English Language Learners, Socioeconomically disadvantaged students, SPED students and Latino students presented a higher level of need.

We put several plans in place to address these needs that will continue next year including:

Summer Learning Academy

Saturday Learning Academy

Hiring an Intervention teacher to support students and teachers in ELA and Math

Push in and pull out supports for students

Adopting the supplemental program, implementing IXL for data monitoring and basic skills practice

Adopting a benchmark program for TK-2nd

Hiring a full-time Community Schools Coordinator to work with and support families and seek community resources

Implementing a Guided Math program

Additional mental health and SEL support for students and staff

Some additional identified areas of need include:

Per student and staff surveys, there is a need for more enrichment programs such as sports and art. We are looking to add more sports-focused clubs next year as well as continue with another year of a TK-5th music and art program through a third-party vendor

Per staff and parent surveys, facility and playground upgrades are needed. Several projects have been completed and many more are scheduled.

Providing students with the opportunity to participate in accelerated/advanced math programs

More informal observations and coaching sessions for staff as conducted by the administration

MSA-7 seeks to continually develop professional learning opportunities in both the areas of ELA and Mathematics, further understand the needs of the teaching community, and identify the factors that will empower teachers to develop their craft in the community of service. Strategies include providing home office orientation, a site-based orientation that addresses school and individual needs, a mentorship program with seasoned staff members on site, and other factors that are currently being developed to support teachers as they continue to face the challenges of supporting students with their academic and socio-emotional learning as well as behavioral and mental health needs.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | Information/input sessions include Parent Task Force (PTF) meetings, Parent Advisory Council(PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Admin meetings, Board of Directors meetings, Principal meetings, and staff meetings. Parents on our PAC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low-income, English learners, foster youth, etc.) Feedback from our PAC and ELAC provides valuable input for the new LCAP. In addition, the Charter School conducts educational partner surveys for parents, students, and staff, and the Charter School staff makes home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical educational partners. |
| Students | All students in grades 3rd-5th participate in an annual educational partner survey where they are given opportunities to provide feedback on important aspects of their school. |
| Teachers | Staff and teachers are given regular LCAP updates at monthly staff meetings. All staff are given an opportunity to participate in an annual educational partner survey where they can provide feedback on important aspects of their school. Results of the surveys are shared with educational partners upon completion of the surveys. |
| School administrators | The school admin team meets weekly and the LCAP is standing item on the agenda. Data is reviewed to measure progress toward meeting |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | the goals and plans are reviewed. Additionally the home office team provides monthly updates to the school principals on each school's progress toward meeting their LCAP goals and metrics. |
| Other school personnel | Staff and teachers are given regular LCAP updates at monthly staff meetings. All staff are given an opportunity to participate in an annual educational partner survey where they can provide feedback on important aspects of their school. Results of the surveys are shared with educational partners upon completion of the surveys. |
| SELPA | Reviewed during annual oversight visit. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

9/19/2023
Reviewed SBAC and MAP data for the previous school year
Parents showed concern for low score and would like a follow up once we get current year data
Reviewed MTSS and asked for a parent rep for PBIS team

10/17/2023
Shared LCAP goals

Local Control Accountability Plan developed by school community to determine spending of ALL school funds into 4 main goals
Basic services for high quality learning environment
Upgrades, instructional material, technology
Excellence
Community schools grant and coordinator, professional development,
Innovation
PE, Computer, intervention teachers, online educational supports, Robotics, GATE Program, music program
Connection
PACE, Community Schools, Office staff, Home visits, in-person events
PAC Member requested info about the new music program
Why the change in Music programs
More flexible options
Credentialed music teachers not just credential teachers

11/16/2024
Shared school wellness plan asked PAC for input
Possible areas for growth:
Before and after school activities that promote physical and mental fitness

Kids to Pro Program afterschool

Finding more funds to offer it to more students

Providing activities and opportunities for staff

Staff teaching staff Physical Fitness classes

Add wellness section Back to staff bulletin

Finding ways to normalize therapy

Add reminders for mental health

3/14/2024

Community school Assets and Needs Data walk

Review family responses

Integrated students support- most families are aware, but from those who do not, provided them with the information and possible resources, purchased translation device, possibly put a reach out for help comment section

Expanded and enriched learning opportunities- adding more art, sports, language, and gate

Engagement- work schedules, child care prevent attendance, would like more raffles, reward, and reminders

Cultures represented Activities and Events- explore more cultural options

Leadership Practices- 7% unaware

Collaborative Environment- 10% encourage more efforts

The way the questions were set up caused a bit of confusion because they were not as clear as we would like which added to the results

* Questions/comment:
How do you prevent an increase in bad behavior if you don't suspend
We have procedures in places that ultimately can lead to suspension, but we take every avenue to support students and families be for we look at that track

5/21/2024
Ed Partner Survey Results
Areas for improvement
Rebuilding on a sense of belonging. Reflect and brainstorm on how to increase
Identified needs: support for academic learning
Safety, no on-campus incidents, but a lack of presence from assigned staff
Student behaviors. Support teachers on how to handle within the classroom
Areas of focus
Partnering with restorative practices for staff, families, and students
Hired new Arc site coordinator to improve the program and services
Hired full-time ELOP coordinator to improve communication between students, staff, and families for all outside-of-school-hour events and activities
Exploring new food vendors
Getting staff for child development training to work with students
Using Translate Live device for translation with the families
*Questions/comments:

Can not wait to see the changes to the food
Would like to see the kids still held accountable for their actions even if you cannot take recess away
New ARC staff has already been making positive changes to the ARC program

11/15/22 2023-24
- reviewed School Wellness Plan and gave input for school goals
- Goal #1 incorporate more sports into the after-school clubs, add physical activities during morning line-up time, and give parents opportunities to come to play sports with students.
- Goal #2 create staff wellness challenges, connect with wellness/fitness companies
- Goal#3 provide mindfulness training for teachers

1/17/23 Reviewed school safety plan- parents are happy with the precautions that the school has taken such as hiring a security guard.
Shared SEL Data, parents are interested in school-wide SEL curriculum 2/11/23
- Discussed plans for ELOP funds, parents were on board and grateful for more after-school program opportunities 3/21/23
- Shared that we submitted for an Implementation plan for CCSPP
- Parents asked what CCSPP funding can be used for.
- Student Rep. asked for more parent support and a possible mentor program

5/16/23 Student Reps shared ideas for the PBIS reward system

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|----------------------------|-----------------------------------|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 77.3% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) |  |  |  |  |  |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 |  |  | 2026-27: 0 |  |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 88% |  |  | 2026-27: (Fall 2025 to Fall 2026) >= 80% |  |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 96.4% |  |  | 2026-27: >= 95.0% |  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $18,900.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $237,267.60 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title II, $981.72 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and | $795,626.38 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $17,280.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial | $387,765.55 | No |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 7

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 100% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 82% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 36.50%<br>• English Learners: 9.31<br>• Socioeconomically Disadvantaged: 31.03% | | | 2025-26:<br>• All Students: >= 45.00%<br>• English Learners: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | <ul><li>Students with Disabilities: 8.70%</li><li>Asian: *</li><li>Hispanic: 34.62%</li><li>White: *</li></ul> | | | <ul><li>Socioeconomically Disadvantaged: >= 41.00%</li><li>Students with Disabilities: >= 15.00%</li><li>Hispanic: >= 43.00%</li><li>White: *</li></ul> | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) <ul><li>All Students: 32.7 points below standard</li><li>English Learners: 58.4 points below standard</li><li>Socioeconomically Disadvantaged: 44.8 points below standard</li><li>Students with Disabilities: 107.7 points below standard</li><li>Asian: *</li></ul> | | | 2025-26: (2026 Dashboard) <ul><li>All Students: 23.0 points below standard</li><li>English Learners: 49.0 points below standard</li><li>Socioeconomically Disadvantaged: 35.0 points below standard</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 40.0 points below standard <br> • White: * | | | • Students with Disabilities: 93.0 points below standard <br> • Hispanic: 30.0 points below standard <br> • White: * | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring) <br> • All Students: 60.7% <br> • English Learners: 57.6% <br> • Socioeconomically Disadvantaged: 57.5% <br> • Students with Disabilities: 68.8% <br> • Hispanic: 59.7% <br> • White: 71.4% | | | 2026-27: (Fall to Spring) <br> • All Students: >= 50% <br> • English Learners: >= 50% <br> • Socioeconomically Disadvantaged: >= 50% <br> • Students with Disabilities: >= 50% <br> • Asian: >= 50% <br> • Hispanic: >= 50% <br> • White: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.13 (CGP: 87th percentile)<br>• English Learners: CGI: 1.00 (CGP: 84th percentile)<br>• Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile)<br>• Students with Disabilities: CGI: 3.54 (CGP: 100th percentile)<br>• Hispanic: CGI: 1.41 (CGP: 92nd percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Asian: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 50th percentile) <br> • Hispanic: CGI >= 0 (CGP >= 50th percentile) <br> • White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 21.90% <br> • English Learners: 2.33% <br> • Socioeconomically Disadvantaged: 16.38% <br> • Students with Disabilities: 4.35% <br> • Asian: * <br> • Hispanic: 17.3% <br> • White: * | | | 2025-26: <br> • All Students: >= 30.00% <br> • English Learners: >= 10.00% <br> • Socioeconomically Disadvantaged: >= 26.00% <br> • Students with Disabilities: >= 10.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: >= 26.00%<br>• White: * | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 58.2 points below standard<br>• English Learners: 79.9 points below standard<br>• Socioeconomically Disadvantaged: 69.5 points below standard<br>• Students with Disabilities: 101.7 points below standard<br>• Asian: *<br>• Hispanic: 67.8 points below standard<br>• White: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 49.0 points below standard<br>• English Learners: 70.0 points below standard<br>• Socioeconomically Disadvantaged: 60.0 points below standard<br>• Students with Disabilities: 87.0 points below standard<br>• Hispanic: 58.0 points | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| | | | | | below standard<br>• White: * | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 60.7%<br>• English Learners: 57.6%<br>• Socioeconomically Disadvantaged: 57.5%<br>• Students with Disabilities: 68.8%<br>• Hispanic: 59.7%<br>• White: 71.4% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Asian: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.44 (CGP: 67th percentile)<br>• English Learners: CGI: 0.57 (CGP: | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | the national growth norms (Source: NWEA MAP) | 72nd percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.49 (CGP: 69th percentile)<br>• Students with Disabilities: CGI: 2.29 (CGP: 99th percentile)<br>• Hispanic: CGI: 0.42 (CGP: 66th percentile)<br>• White: CGI: * | | | • English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Asian: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 33.3% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 13.6% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 29.55%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 25.71%<br>• Students with Disabilities: *<br>• Hispanic: 20.59% | | | 2025-26:<br>• All Students: >= 30.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically Disadvantaged: >= 30.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | <ul><li>Students with Disabilities: *</li><li>Hispanic: >= 30.00%</li><li>White: *</li></ul> | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic | $1,354,416.13 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. | $58,801.08 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Tuition reimbursement for professional development: Resource: Title II, $16,200<br>• Professional Development: Resource: Title IV, Part A (ESEA) $4,870 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) | $682,170.22 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The following expenditures will be funded by federal Title funds:<br>• Instructional Aide Salaries: Resource: Title I, $75,677.64<br>• Benefits: Resource: Title I, $19,164.69<br>• Educational Software: Resource: Title I, $15,220<br>• Educational Software: Resource: Title IV, Part A (ESEA), $4,325.4 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.<br><br>The following expenditures will be funded by federal Title funds: N/A | $126,043.25 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 7

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | $921,073.51 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 0% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/xx/24) xx% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software - Resource: Title I; Amount: $1,296 | $1,296.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $126,436.62 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic | $121,899.08 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.

Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.

The following expenditures will be funded by federal Title funds: N/A | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.

Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded | $659,524.87 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 4 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 42 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 20.4% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.56% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 29.0% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.4% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.8 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.9 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 96.8% Families: 82.2% Staff: 97.2% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.10 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 68.0% Families: 97.0% Staff: 81.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.11 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 89% Families: 96% Staff: 88% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |
| 4.12 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 95.91% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, | $152,335.74 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title I funds:<br>• 5800 Professional Services: $1,620<br>• 3500 Unemployment Insurance: $40<br>• 3300 OASDI/Medicare: $116<br>• 3100 STRS: $1,528<br>• 1100 Teacher Salaries: $8,000 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and | $95,096.68 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Instructional Materials & Supplies: Resource: Title I, $4,540.32<br>• Professional Services: Resource: Title IV, Part A (ESEA), $8,081.64 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information | $1,620.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services - Title I: $1,620 | | |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $386,123.89 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| --- | --- |
| $$1,075,950 | $75,216 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
| --- | --- | --- | --- |
| 26.719% | 12.061% | $310,526.75 | 38.780% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | - Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:** Professional development for high-quality instruction<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:** LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | <ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li></ul> |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

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| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3: <ul><li>Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)</li><li>Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)</li></ul> |

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| | **Scope:**<br> LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| **3.3** | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: |

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|  | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br>  LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| **3.4** | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>  LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| **3.5** | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>    LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>- School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>- School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am |

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| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making<br><br>**Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

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| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

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| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate |

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| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

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| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

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| | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) <br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.4** | **Action:** Annual educational partner surveys | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff | Goal 4: <br>• School experience survey |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  | **Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education.<br><br>**Scope:** | with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will | "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.5 | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | School Dashboard, SIS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-7 will utilize the concentration grant add-on funds ($75,216) in the following manner:

MSA-7 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $4,026,884 | $1,075,950 | 26.719% | 12.061% | 38.780% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,116,843.53 | $2,773,018.98 | | $254,089.09 | $6,143,951.60 | $3,626,115.46 | $2,517,836.14 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $18,900.00 | $18,900.00 | | | | $18,900.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $237,267.60 | $159,485.88 | $76,800.00 | | $981.72 | $237,267.60 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $199,824.94 | $595,801.44 | $423,844.94 | $371,781.44 | | | $795,626.38 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $17,280.00 | $17,280.00 | | | | $17,280.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $387,765.55 | $342,138.55 | $45,627.00 | | | $387,765.55 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,271,416.13 | $83,000.00 | $959,959.23 | $394,456.90 | | | $1,354,416.13 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $58,801.08 | $10,141.08 | $27,600.00 | | $21,060.00 | $58,801.08 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $639,883.13 | $42,287.09 | $467,194.72 | $100,587.77 | | $114,387.73 | $682,170.22 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $126,043.25 | $0.00 | $126,043.25 | | | | $126,043.25 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $614,179.43 | $306,894.08 | | $851,855.83 | | $69,217.68 | $921,073.51 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

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| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,296.00 | | | | $1,296.00 | $1,296.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $121,036.62 | $5,400.00 | $126,436.62 | | | | $126,436.62 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $119,199.08 | $2,700.00 | $121,899.08 | | | | $121,899.08 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $659,524.87 | $16,040.00 | $621,884.87 | | $21,600.00 | $659,524.87 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $136,289.10 | $16,046.64 | $122,874.24 | $18,157.50 | | $11,304.00 | $152,335.74 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $68,214.40 | $26,882.28 | $57,734.40 | $24,740.32 | | $12,621.96 | $95,096.68 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,620.00 | | | | $1,620.00 | $1,620.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $330,029.38 | $56,094.51 | $146,596.54 | $239,527.35 | | | $386,123.89 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|---|
| $4,026,884 | $1,075,950 | 26.719% | 12.061% | 38.780% | $1,212,514.93 | 0.000% | 30.111 % | **Total:** | | $1,212,514.93 |
| | | | | | | | | **LEA-wide Total:** | | $1,212,514.93 |
| | | | | | | | | **Limited Total:** | | $0.00 |
| | | | | | | | | **Schoolwide Total:** | | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $17,280.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $10,141.08 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $467,194.72 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $126,043.25 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $126,436.62 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $121,899.08 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $16,040.00 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $122,874.24 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $57,734.40 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $146,596.54 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $6,239,132.00 | $6,299,946.25 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Teacher assignments and credentials | No | $18,900 | $18,900.00 |
| **1** | **1.2** | Instructional materials and technology | No | $312,319 | $312,318.90 |
| **1** | **1.3** | Clean and safe facilities that support learning | No | $800,539 | $834,310.03 |
| **1** | **1.4** | Healthy and nutritious meals | Yes | $17,280 | $17,280.00 |
| **1** | **1.5** | Well-orchestrated Home Office support services | No | $687,766 | $687,765.97 |
| **2** | **2.1** | Broad course of study and standards-based curriculum | No | $1,295,066 | $1,322,161.90 |
| **2** | **2.2** | Professional development for high-quality instruction | Yes | $56,961 | $56,961.08 |
| **2** | **2.3** | MTSS - Academic enrichment, intervention, and student support | Yes | $662,461 | $620,278.83 |
| **2** | **2.4** | Designated and integrated ELD programs | Yes | $122,395 | $122,394.81 |
| **2** | **2.5** | Support for students with disabilities | No | $899,114 | $899,113.96 |
| **3** | **3.1** | College/Career readiness programs and activities | Yes | $0.00 | $0.00 |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy 7

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1,296 | $1,296.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $122,788 | $122,788.18 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $127,918 | $127,917.69 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $646,139 | $646,139.35 |
| 4 | 4.1 | Seeking family input for decision making | Yes | $0.00 | $0.00 |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $148,442 | $148,441.74 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $93,433 | $93,432.68 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,620 | $1,620.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $224,695 | $266,825.13 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,020,360 | $856,708.84 | $709,833.25 | $146,875.59 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $17,280.00 | $17,280.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $8,301.08 | $8,301.08 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $226,978.94 | $157,314.84 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | $122,394.81 | $122,394.81 | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $0.00 | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $0.00 | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $122,788.18 | $122,788.18 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $127,917.69 | $2,700 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $4,320.00 | $5,240 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | $0.00 | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $125,737.74 | $118,980.24 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $54,570.40 | $56,070.4 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $1,620.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $44,800.00 | $98,763.70 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,574,599 | $1,020,360 | 0.000% | 39.632% | $709,833.25 | 0.000% | 27.571% | $310,526.75 | 12.061% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

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# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy-Bell

CDS Code: 19-64733-0122747

School Year: 2024-25

LEA contact information:

Suat Acar

Interim Principal

lbschlottman@magnoliapublicschools.org

(323) 826-3925

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$5,284,077
70 %

All federal funds,
$332,619 , 4%

All other state funds,
$1,552,266 , 21%

All local funds,
$357,337 , 5%

LCFF supplemental & concentration grants,
$1,392,115 , 18%

All Other LCFF funds,
$3,891,962 , 52%

This chart shows the total general purpose revenue Magnolia Science Academy-Bell expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy-Bell is $7,526,299, of which $5,284,077 is Local Control Funding Formula (LCFF), $1,552,266 is other state funds, $357,337 is local funds, and $332,619 is federal funds.  Of the $5,284,077 in LCFF Funds, $1,392,115 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $7,493,517 | Total Budgeted Expenditures in the LCAP $7,493,517 |

This chart provides a quick summary of how much Magnolia Science Academy-Bell plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy-Bell plans to spend $7,493,516.97 for the 2024-25 school year. Of that amount, $7,493,516.97 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy-Bell is projecting it will receive $1,392,115 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy-Bell must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy-Bell plans to spend $2,056,396.99 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,453,795

□ Actual Expenditures for High Needs Students in LCAP — $1,444,730

Axis: $ 0    $ 500,000    $ 1,000,000    $ 1,500,000    $ 2,000,000

This chart compares what Magnolia Science Academy-Bell budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy-Bell estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy-Bell's LCAP budgeted $1,453,794.84 for planned actions to increase or improve services for high needs students. Magnolia Science Academy-Bell actually spent $1,444,730.18 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-9,064.660,000,000,149 had the following impact on Magnolia Science Academy-Bell's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy 8 used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-Bell | Suat Acar<br>Interim Principal | sacar@magnoliapublicschools.org<br>(323) 826-3925 |

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 1 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 92.0% | 2021-22: (Spring 2021 to Fall 2021) 84% | 2022-23: (Fall 2021 to Fall 2022) 81%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 54% | 2023-24: (Fall 2022 to Fall 2023) 90.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 98.0% | 2021-22: (As of 5/12/22) 95.8% | 2022-23: (As of 5/12/23) 94.5% | 2023-24: (As of 12/15/23) 95.0% | 2023-24: 97.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 Action 1: No substantive difference, teacher assignments and hiring process was similar to baseline year. Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resource Information System (HRIS) to automate employee documentation.

MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, live scan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.

Goal 1 Action 2: There was a substantial difference for Goal 1 Actions 2 because we purchase new technology to ensure that all students had a Chromebook at home to access their online curriculum and Google Classroom assignments. In the past, students used to take a Chromebook home and bring to school daily but this year we implemented a new system that allowed for Chromebook to stay home, this decreased the number of Chromebook that were damaged and increased student access to their instructional materials. All were in compliance for the current academic year. Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.

Goal 1 Action 3: No substantive difference. Cleaning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.

Goal 1 Action 4: No substantive difference. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter school continues to use LAUSD LA Cafe's services and pays directly for their services.

Goal 1 Action 5: There was a substantive difference because we had an increase of legal fees and WASC accreditation fees. The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $21,200
Actual: $21,200
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 2
Budgeted: $652,145
Actual: $652,145
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $610,163
Actual: $640,163
Explanation: The projected expenses are $30k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 1 Action 4
Budgeted: $60,000
Actual: $60,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 5
Budgeted: $943,178
Actual: $960,099
Explanation: The projected expenses are around $17k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All courses have an assigned staff with proper credentials/permits": This implies that every course in the school has a designated staff member who possesses the necessary qualifications and permits to teach that particular subject. It ensures that the teachers are appropriately qualified to deliver the content and meet the educational standards required for each course.

This year the school purchased CCSS aligned History curriculum with online access and fully adopted the McGraw Hill Math and Study Sync Curriculum for English: This indicates that the school has made specific curriculum choices for History, Math, and English subjects. The History curriculum aligns with the Common Core State Standards (CCSS), which provide a set of learning objectives for each grade level to ensure consistency and quality in education. Additionally, the school has adopted the McGraw Hill Math and Study Sync Curriculum for Math and English, respectively. These curricula are widely recognized and used in many educational institutions.

There were several vacancies, 2 History vacancies (grades 6 & 7) until September and October respectively, Math (6 ) was vacant from October 2023 until January 2024. Math 7 was filled in August and vacant in December and filled in January. The Science 6 was vacant in October and filled until December 2023. Fortunately, we were able to fill the vacancy in February 2024.  Finally, our Science 7 position was vacant at the onset of the academic year and was filled with a permanent sub and we were able to secure a credentialed teacher in January 2024.

All positions were fully staffed as of January 2024. This implies that the vacancies in the Math, Science and History departments were successfully filled, and the school had a complete staff in place.

We did have a moderate number (30) of students absent this school year due to COVID or COVID-like symptoms: This highlights the impact of the COVID-19 on the school. In stark contrast to the previous school year, there were a significantly a smaller number of teachers who were absent due to COVID-19 or symptoms similar to those of COVID-19.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

During the 2023 school year, Magnolia had a significantly lower number of teaching staff who held permits. This suggests that some teachers may have been in the process of obtaining their full credentials or permits, indicating that they were still completing the necessary requirements to become fully qualified teachers. However, in the 2023-2024 school year, the number of staff members on permits was reduced. This implies that more teachers had obtained their full credentials, indicating an increase in the number of fully qualified teachers at Magnolia.

An example mentioned is the Math(6), Science (7) and History (6&7) which was filled by a fully credentialed teacher. This means that the school was able to secure a qualified teacher with the appropriate credentials to teach Spanish. Hiring fully credentialed teachers ensures that students receive instruction from educators who have met the required standards and possess the necessary qualifications in their subject areas.

To ensure that all teachers meet the necessary qualifications, Magnolia continues to work alongside a credential specialist from the Los Angeles County Office of Education (LACOE). This specialist assists in reviewing the qualifications of the teaching staff, ensuring that they meet the required standards and possess the necessary credentials. This collaborative effort with the LACOE credential specialist demonstrates the school's commitment to maintaining a high level of teacher qualifications and providing support to ensure that teachers successfully complete any new teacher programs or requirements.

By reviewing staff qualifications and providing the necessary support, Magnolia aims to ensure that their teaching staff is well-prepared and equipped to meet the educational needs of their students. This commitment to ongoing professional development and compliance with credential requirements ultimately contributes to the overall quality of education at the school.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 98% | 2021-22: (As of 5/13/22) 92% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/24/24) 71% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 68% | 2021-22: (First semester) 90% | 2022-23: (First semester) 85% | 2023-24: (First semester) 85% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 120.7 | 2021-22: (As of 5/13/22) 82.8 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 125.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 45.06%<br>• English Learners: 6.67%<br>• Socioeconomically Disadvantaged: 41.84%<br>• Students with Disabilities: 14.29%<br>• Hispanic: 44.20%<br>• White: 31.71% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 42.86%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 43.36%<br>• Students with Disabilities: 3.13%<br>• Hispanic: 42.69%<br>• White: 38.71%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 35.29%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 34.55%<br>• Students with Disabilities: 6.06%<br>• Asian: *<br>• Hispanic: 34.11%<br>• White: 48.0%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 39.13% | 2022-23:<br>• All Students: 48.00%<br>• English Learners: 11.00%<br>• Socioeconomically Disadvantaged: 48.00%<br>• Students with Disabilities: 21.00%<br>• Hispanic: 50.00%<br>• White: 37.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 43.75%</li><li>English Learners: 0.00%</li><li>Students with Disabilities: 6.45%</li><li>Hispanic: 44.25%</li><li>White: 32.26%</li></ul> IAB ELA Level 3 and 4 Projection (5/13/22): <ul><li>All Students: 65.07%</li></ul> | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul><li>All Students: 43.62%</li><li>English Learners: 7.94%</li><li>Students with Disabilities: 8.82%</li><li>Hispanic: 42.32%</li><li>White: 52.00%</li></ul> IAB ELA Level 3 and 4 Projection (5/12/23): <ul><li>All Students: 56.13%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) <ul><li>All Students: 17.7 points below standard</li><li>English Learners:</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard) <ul><li>All Students: 24.4 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard) <ul><li>All Students: 41.1 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard) <ul><li>All Students: 11.0 points below standard</li><li>English Learners:</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 70.7 points below standard <ul><li>Socioeconomically Disadvantaged: 19.8 points below standard</li><li>Students with Disabilities: 88.3 points below standard</li><li>Homeless: 24.9 points below standard</li><li>Hispanic: 15.7 points below standard</li><li>White: 37.8 points above standard</li></ul> | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 42.8%</li><li>English Learners: 34.2%</li><li>Students with Disabilities: 50.0%</li><li>Hispanic: 42.6%</li><li>White: 45.2%</li></ul> | 90.5 points below standard <ul><li>Socioeconomically Disadvantaged: 25.1 points below standard</li><li>Students with Disabilities: 119.4 points below standard</li><li>Homeless: 30.0 points below standard</li><li>Hispanic: 24.1 points below standard</li><li>White: 37.1 points below standard</li></ul> | 109.8 points below standard <ul><li>Socioeconomically Disadvantaged: 41.9 points below standard</li><li>Students with Disabilities: 134.4 points below standard</li><li>Asian: *</li><li>Hispanic: 43.4 points below standard</li><li>White: 13.0 points below standard</li></ul> | 64.0 points below standard <ul><li>Socioeconomically Disadvantaged: 12.0 points below standard</li><li>Students with Disabilities: 77.0 points below standard</li><li>Homeless: 17.0 points below standard</li><li>Hispanic: 9.0 points below standard</li><li>White: 30.0 points above standard</li></ul> |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<ul><li>All Students: 49.8%</li><li>English Learners: 40.8%</li></ul> | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 42.8%</li></ul> | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 49.6%</li></ul> | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<ul><li>All Students: 50.1%</li></ul> | 2023-24:<ul><li>All Students: 65.0%</li><li>English Learners: 65.0%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | <ul><li>Socioeconomically Disadvantaged: 50.6%</li><li>Students with Disabilities: 29.3%</li><li>Hispanic: 50.5%</li><li>White: 42.9%</li></ul> | <ul><li>English Learners: 34.2%</li><li>Socioeconomically Disadvantaged: 41.7%</li><li>Students with Disabilities: 50.0%</li><li>Hispanic: 42.6%</li><li>White: 45.2%</li></ul> | <ul><li>English Learners: 37.9%</li><li>Socioeconomically Disadvantaged: 50.3%</li><li>Students with Disabilities: 58.8%</li><li>Hispanic: 49.1%</li><li>White: 64.0%</li></ul> | <ul><li>English Learners: 46.6%</li><li>Socioeconomically Disadvantaged: 49.1%</li><li>Students with Disabilities: 55.6%</li><li>Hispanic: 51.5%</li><li>White: 33.3%</li></ul> | <ul><li>Socioeconomically Disadvantaged: 65.0%</li><li>Students with Disabilities: 65.0%</li><li>Hispanic: 65.0%</li><li>White: 65.0%</li></ul> |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<ul><li>All Students: 23.86%</li><li>English Learners: 5.00%</li><li>Socioeconomically Disadvantaged: 23.53%</li><li>Students with Disabilities: 10.20%</li><li>Hispanic: 23.73%</li><li>White: 24.39%</li></ul> | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. | 2021-22:<ul><li>All Students: 23.32%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 24.05%</li><li>Students with Disabilities: 6.26%</li><li>Hispanic: 22%</li><li>White: 32.26%</li></ul>We have used the Measures of Academic Progress (MAP)-Mathematics | 2022-23:<ul><li>All Students: 17.37%</li><li>English Learners: 1.85%</li><li>Socioeconomically Disadvantaged: 16.82%</li><li>Students with Disabilities: 6.06%</li><li>Asian: *</li><li>Hispanic: 16.33%</li><li>White: 32.0%</li></ul>IAB Math Level 3 and 4 Projection (1/22/24):<ul><li>All Students: 29.19%</li></ul> | 2022-23:<ul><li>All Students: 30.00%</li><li>English Learners: 12.00%</li><li>Socioeconomically Disadvantaged: 30.00%</li><li>Students with Disabilities: 17.00%</li><li>Hispanic: 30.00%</li><li>White: 30.00%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• All Students: 21.15%<br>• English Learners: 0.00%<br>• Students with Disabilities: 6.45%<br>• Hispanic: 19.83%<br>• White: 30.00%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 41.27% | assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 20.32%<br>• English Learners: 3.17%<br>• Students with Disabilities: 5.88%<br>• Hispanic: 18.95%<br>• White: 36.00%<br><br>IAB MATH Level 3 and 4 Projection (5/12/23):<br>• All Students: 28.88% | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 74.0 points below standard<br>• English Learners: 127.0 points below standard<br>• Socioeconomically Disadvantaged: 73.8 points below standard<br>• Students with Disabilities: 142.9 points below standard<br>• Homeless: 53.0 points below standard<br>• Hispanic: 74.3 points below standard<br>• White: 73.4 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 47.8%<br>• English Learners: 41.7%<br>• Students with Disabilities: 53.3%<br>• Hispanic: 46.8% | 2021-22: (2022 Dashboard)<br>• All Students: 79.3 points below standard<br>• English Learners: 143.6 points below standard<br>• Socioeconomically Disadvantaged: 78.9 points below standard<br>• Students with Disabilities: 159.1 points below standard<br>• Homeless: 62.6 points above standard<br>• Hispanic: 81.6 points below standard<br>• White: 62.0 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 94.6 points below standard<br>• English Learners: 140.6 points below standard<br>• Socioeconomically Disadvantaged: 94.5 points below standard<br>• Students with Disabilities: 156.9 points below standard<br>• Asian: *<br>• Hispanic: 97.6 points below standard<br>• White: * | 2022-23: (2023 Dashboard)<br>• All Students: 68.0 points below standard<br>• English Learners: 110.0 points below standard<br>• Socioeconomically Disadvantaged: 68.0 points below standard<br>• Students with Disabilities: 115.0 points below standard<br>• Homeless: 47.0 points below standard<br>• Hispanic: 68.0 points below standard<br>• White: 68.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 56.7% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 48.5%<br>• English Learners: 57.1%<br>• Socioeconomically Disadvantaged: 47.2%<br>• Students with Disabilities: 42.5%<br>• Hispanic: 47.1%<br>• White: 65.7% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 47.8%<br>• English Learners: 41.7%<br>• Socioeconomically Disadvantaged: 49.4%<br>• Students with Disabilities: 53.3%<br>• Hispanic: 46.8%<br>• White: 56.7% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 44.8%<br>• English Learners: 37.3%<br>• Socioeconomically Disadvantaged: 45.3%<br>• Students with Disabilities: 50.0%<br>• Hispanic: 43.9%<br>• White: 56.0% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 41.0%<br>• English Learners: 34.5%<br>• Socioeconomically Disadvantaged: 39.2%<br>• Students with Disabilities: 40.5%<br>• Hispanic: 41.9<br>• White: 23.8% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 65.0%<br>• Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 65.0%<br>• Hispanic: 65.0%<br>• White: 70.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>52.7% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 23% | 2021-22: (2022 Dashboard)<br>55.3% | 2022-23: (2023 Dashboard)<br>44.4% | 2022-23: (2023 Dashboard)<br>54.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • Level 3: 37%<br>• Level 3: 23%<br>• Level 1: 17% | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 12.5% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 23% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 22.64% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 12.90% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 29.77%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 30.87%<br>• Students with Disabilities: 4.55%<br>• Hispanic: 31.90%<br>• White: 7.69% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 20.00%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 17.99%<br>• Students with Disabilities: 0.00%<br>• Hispanic: 20.00% | 2022-23:<br>• All Students: 24.64%<br>• English Learners: *<br>• Socioeconomically Disadvantaged: 23.73%<br>• Students with Disabilities: 8.33%<br>• Hispanic: 24.59% | 2023-24:<br>• All Students: 35.00%<br>• English Learners: 10.00%<br>• Socioeconomically Disadvantaged: 37.00%<br>• Students with Disabilities: 11.00%<br>• Hispanic: 37.00%<br>• White: 14.00% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,224,917
Actual: $1,284,059
Explanation: The projected expenses are around $60k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant as it is less than 10% of the budgeted amount.

Goal 2 Action 2
Budgeted: $49,000
Actual: $77,500
Explanation: This action relates to professional development for quality instruction in the school. Initially, the school budgeted $49,000 for professional development, tuition reimbursement, and PD requiring travel and lodging. However, due to the increased number of teachers who are new to the profession and their needs, the projected actual is around $28k more than the budgeted amount.

Goal 2 Action 3
Budgeted: $833,064
Actual: $798,318
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $106,923
Actual: $106,923
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 5
Budgeted: $858,637
Actual: $858,637
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

ATSI: The students with special needs have equitable access to all of the resources at our school; as a result, resource inequities for the students with special needs do not occur.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

Goal 2 (Action 4 and 5) of the school was to support student growth, particularly in English Language Development (ELD) and Special Education (SPED). The actions taken to achieve this goal have been successful, as evidenced by the positive outcomes observed. One of the key factors contributing to the success was the effectiveness of the ELD Coordinator, who was well-equipped to support the students. This coordinator played a crucial role in implementing strategies and providing guidance to students who were learning English as an additional language.
Their expertise and support contributed significantly to the growth of these students. To improve efforts an ELD Paraprofessional was hired this year as additional support.  As a result of the coordinated efforts, there were 6 students which were reclassified during the year. This means that these students, who were previously identified as English language learners, have made significant progress in their language proficiency and academic skills. 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 40 of 62 Out of the 6 students reclassified students.

This demonstrates the effectiveness of the ELD program, and the support provided to these students. Furthermore, the growth and progress of students in the SPED program were also notable. While specific data is not provided, it is mentioned that the SPED students showed growth in their academics. This indicates that the interventions, support, and accommodations provided to students with special needs have been effective in improving their learning outcomes. To further assess and measure the progress made by students, the school is awaiting MAP data. The MAP (Measures of Academic Progress) assessment is a widely used tool that measures students' academic growth over time. By analyzing this data, the school will be able to evaluate the overall impact of the implemented strategies and interventions on student achievement. The successful reclassification of ELD students and the observed growth in SPED students' academics indicate that the actions taken to support student growth have yielded positive outcomes. These achievements are a testament to the dedicated efforts of the ELD Coordinator, the school staff, and the support systems in place to meet the unique needs of students in ELD and SPED programs.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This year, one of the most significant changes implemented in the school is the increased interventions provided to students. The restructuring of the Interventions for ELD and SWD was significant. The implementation of prescriptive intervention supports for our students was designed to identify students with the greatest potential to show growth, we isolated the students and provided intentional interventions by inviting the students to Saturday School, Intervention Tutorial during Office Hours with our Ed Specialist as well as the ELD Coordinator and ELD Para-Professional provided additional supports during their specified Office Hours. The sessions were held from February until June which provided small groups with writing tasks, simulated testing and feedback from credentialed teachers.

By providing more intervention sessions, the ELD coordinator, Ed Specialists Coordinator and the team of ED Specialists in concert with the credentialed teachers were able to enhance their knowledge and skills in supporting English language learners effectively as well as our SWD. The interventions translated into improved instruction and strategies for the students, enabling them to make greater progress in their language acquisition and academic development.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 19% | 2021-22: (As of 5/13/22) 21% | 2022-23: (As of 5/12/23) 23% | 2023-24: (As of 5/20/24) 16% | 2023-24: 20% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 99% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 100% | 100% | 100% | 98% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Student data was reviewed consistently for proper recommendation for accelerated math pathways. All new students were tested with the OLSAT GATE test to identify eligible students with gifted capabilities. All Advisory classes were issued a University name and held monthly assemblies bringing to our school a culture of college and career paths. The offering of Kickboard points was a welcomed incentive program for students to earn points for prizes  earned by following the PBIS playbook. Elective offerings were expanded with the implementation of Paxton Patterson Laboratories enhancing our school wide STEAM focused programs. Our after-school program and club offerings expanded with Art Land, Culture Club, E-Sports, Mixed Sports, Nintendo, Trivia Pursuit, and Mind Craft. A highlight this year was the students versus faculty basketball game. The after-school program allows students extended hours after school for enrichment opportunities and creativity. Our PE department coordinated end of year physical activity competitions school wide with our neighboring schools

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation: N/A

Goal 3 Action 2
Budgeted: $1,001
Actual: $1,001

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 3
Budgeted: $8,720
Actual: $8,720
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $368,999
Actual: $368,999
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 5
Budgeted: $847,038
Actual: $873,532
Explanation: The projected expenses are around $28.5k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The introduction of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) lab has proven to be a tremendous success for the school. The STEAM lab provides a dedicated space for students to engage in hands-on, project-based learning that integrates multiple 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 48 of 107 disciplines. This immersive learning environment has had a profound impact on the quality of STEAM projects produced by students throughout the year.
With the establishment of the STEAM lab, students have been able to explore and apply their knowledge and skills in a collaborative and innovative setting. This has resulted in an evident increase in the quality of the projects produced. Students have been able to experiment, design, and create using a wide range of tools, technologies, and materials available in the lab. The integration of arts and creativity into the STEM disciplines has further enhanced the students' problem-solving abilities, critical thinking skills, and overall engagement in the learning process.

The recognition of the school's STEAM projects is exemplified by the achievements in the MPS (Magnolia Public School) STEAM Expo. STEAM Expo 2024 MSA- Bell had 4 Winners in 4 different categories, and our very own STEAM Teacher was named STEAM Educator of the year. 1st Place in the Earth Science and Chemistry category. 2nd place in the Engineering and Robotics category and 3rd place in the Physics and Physical Sciences. We had more than 30 student entries in this prestigious event, and the honor of 4 winners is a testament to

the dedication and hard work of both the students and the educators involved. These accolades not only showcase the students' talents and abilities but also demonstrate the effectiveness of the school's STEAM program and its commitment to providing high-quality educational experiences.

As a result of these accomplishments, the school has observed an increase in enrollment numbers. We hosted 3 open houses during the Spring which provided an opportunity to boast about the high-quality STEAM programs and the success of students in various competitions that has spread among parents and the community. This positive reputation has attracted more parents to choose the school for their children's education. The growing enrollment numbers are a clear indication that the school's commitment to offering high-quality programs is being recognized and valued by parents who seek the best educational opportunities for their children.

Overall, the introduction of the STEAM lab, the expectation of all students to participate in the MSA-Bell school wide STEAM Fair has increased quality of STEAM projects, and the success in competitions have not only enriched the educational experiences of students but also contributed to the school's reputation as a provider of exceptional programs. These achievements have undoubtedly played a significant role in the increasing enrollment numbers, as parents recognize and appreciate the high standard of education offered by the school.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school has identified a couple of specific areas for improvement and goals to focus on. One objective is to establish a uniform number of field trips by grade level. This year, 6th grade attended field trips to the LA Zoo, CSULB with special offerings to attend Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute) and the STEAM Expo. Our 7th grade students attended Medieval Times  Dinner & Tournament, with special offerings to Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute) and the STEAM Expo and all SRLA events. Our 8th grade students attended  USC, The Autry Museum ,  Pali Institute ( Spring Break), Disney CA Adventures ( Honors ART Institute), the STEAM Expo and all SRLA events. This means that the school aims to provide an equal and consistent number of field trips for students across different grade levels. By implementing this change, the school intends to ensure that all students have equitable opportunities to participate in enriching and educational experiences outside of the classroom. Field trips offer students the chance to apply their learning in real-world contexts, explore new environments, and foster a deeper understanding of various subjects.

Another goal is to increase student satisfaction rates. The school recognizes the importance of student feedback and aims to enhance the overall experience for students. By actively seeking and considering student perspectives, the school can identify areas for improvement, implement necessary changes, and ensure that students feel valued, supported, and engaged in their educational journey. Higher student 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 49 of 107 satisfaction rates indicate that students are more content, motivated, and invested in their learning, which can contribute to improved academic performance and overall well-being. To increase student voice and engagement in the community. These coordinators play critical roles in facilitating student involvement and fostering connections between the school and the broader community. By strengthening the capacity of these positions, the school aims to provide more opportunities for students to actively participate in community initiatives, share their perspectives, and contribute to decision-

making processes. This initiative promotes student empowerment, leadership development, and a sense of belonging, ultimately enhancing student engagement and the positive impact students can have within their community.

This year our school met the goal to enhance the capacity of the community school coordinator and student ambassador coordinator. We implemented the student ambassadors and invited students and parents to attend the Community Engagement Initiative panels and conferences. The concerted efforts to implement our student's voices the coordinator held regularly scheduled meetings, where the students collaborated to develop student centered activities and concerns. The outcome was high spirited weeks of activities and recognition of students and accolades and active investigations of student concerns to resolve issues occurring.

By focusing on these goals, the school demonstrates its commitment to providing well-rounded educational experiences and prioritizing student satisfaction and engagement. The uniform number of field trips aims to ensure equal access to enriching experiences, while increasing student satisfaction rates and promoting student voice and engagement nurtures a supportive and empowering learning environment. These efforts contribute to the overall success and growth of the school community.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other stakeholders will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Stakeholders will feel a sense of community and connectedness. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 7 | 2021-22: (As of 5/13/22) 4 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 4 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 3 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 21 | 2021-22: (As of 5/13/22) 6 | 2022-23: (As of 5/12/23) 8 | 2023-24: (As of 5/20/24) 8 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 42 | 2021-22: (As of 5/13/22) 28 | 2022-23: (As of 5/12/23) 27 | 2023-24: (As of 5/20/24) 60 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21: 4 | 2021-22: 4 | 2022-23: 4 | 2023-24: (As of 6/14/24) 4 | 2023-24: 4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21) 18.7% | 2021-22: (As of 5/13/22) 2.1% | 2022-23: (As of 5/12/23) 13.9% | 2023-24: (As of 5/20/24) 22.7% | 2023-24: 20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA) 98.98% | 2021-22: (P-2 ADA) 90.65% | 2022-23: (P-2 ADA) 92.01% | 2023-24: (P-2 ADA) 92.50% | 2023-24: 97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21) 2.7% | 2021-22: (As of 5/13/22) 27.7% | 2021-22: (2022 Dashboard) 28.4%<br><br>2022-23: (As of 5/12/23) 26.1% | 2022-23: (2023 Dashboard) 28.4%<br><br>2023-24: (As of 5/31/24) 24.5% | 2022-23: (2023 Dashboard) 3.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21) 0.0% | 2021-22: (As of 5/13/22) 0% | 2022-23: (As of 5/12/23) 0% | 2023-24: (As of 6/3/24) 0.7% | 2023-24: 0.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 5/13/22) 1.0% | 2021-22: (2022 Dashboard) 2.4% | 2022-23: (2023 Dashboard) 2.5% | 2022-23: (2023 Dashboard) 0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2022-23: (As of 5/12/23) 2.3% | 2023-24: (As of 5/31/24) 3.5% | |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (CDE DataQuest) 0.00% 2022-23: (As of 5/12/23) 0.25% | 2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 5/31/24) 0.24% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 94.1% Families: 41.5% Staff: 100.0% | 2021-22: Students: 100% Families: 54.3% Staff: 100% | 2022-23: Students: 100% Families: 74.9% Staff: 100% | 2023-24: Students: 99.7% Families: 99.7% Staff: 100.0% | 2023-24: Students: 95.0% Families: 90.0% Staff: 100.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 79% Families: 97% Staff: 92% | 2021-22: Students: 72.0% Families: 96.0% Staff: 84.0% | 2022-23: Students: 59% Families: 93% Staff: 77% | 2023-24: Students: 56.0% Families: 93.0% Staff: 68.0% | 2023-24: Students: 80% Families: 95% Staff: 90% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 93% | 2021-22: (Spring 2021 to Fall 2021) 96% | 2022-23: (Spring 2022 to Fall 2022) 92% | 2023-24: (Spring 2023 to Fall 2023) 94.26% | 2023-24: (Spring 2023 to Fall 2023) 90% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 Action 1: Planned Actions - parent meeting expenses and Document Tracking Services (DTS) fees. Actual Implementation of Actions
- DTS fees paid through Home Office budget.

Goal 4 Action 2: Planned Actions - Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. Actual Implementation of Actions –
 All planned actions were implemented, Home Visits were conducted exceeded our original goal of 20% of our student population. 23% of our students received a Home Visit this year, which surpassed the 13% of last year's home visits. This is attributed to the efforts of the MTSS Team Lead by providing PD for staff and modeling the expectation for the staff. There was a combination of both virtual Home Visit as well as face-to-face Home Visits.

Goal 4 Action 3: Planned Actions - Office/attendance clerk salaries and benefits, school uniform fees, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. Actual Implementation of Actions - All planned actions were implemented. Additional SEL PD for staff and SEL programs for students were added throughout the year 2023-24 Local Control and Accountability Plan for Magnolia Science Academy-Bell Page 58 of 107 to address the high level of needs exhibited by students upon their return to in-person learning. All students received one free set of school uniforms at the start of the school yea

Goal 4 Action 4: Planned Actions - Panorama Education survey fees. Actual Implementation of Actions - All planned actions were implemented. 94.4 % of families 99.7 % of students, and 100 % of staff members completed the Educational Partner survey in Spring 2024. Our school received an approval rating of 96% by families, 72% by students, and 84% by staff.

Goal 4 Action 5: Planned Actions - membership fees (CCSA, WASC, etc.), Actual Implementation of Actions - All planned actions were implemented. Additional funding was allocated to marketing, branding, outreach, and partnership expenses to assist us with enrollment needs due to students moving out of state and participation in applying for the Community Schools Planning Grant which we received.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 2
Budgeted: $237,276
Actual: $237,276

Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3
Budgeted: $382,700
Actual: $382,700
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 4
Budgeted: $2,000
Actual: $2,000
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5
Budgeted: $223,341
Actual: $218,097
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school has made notable progress in increasing parent engagement, as evidenced by the increased participation in the educational partner surveys, attendance at PAC, Coffee with the Administrators, Parent participation in the Community Engagement Initiative. Educational partner surveys serve as an important tool for gathering feedback and insights from parents, allowing them to contribute their perspectives and opinions regarding their child's education and overall school experience. The fact that more parents are actively participating in these surveys indicates a growing engagement and interest in being involved in their child's education. Moreover, the increase in home visit numbers further demonstrates the school's commitment to fostering strong connections with parents and families. Home visits provide an opportunity for teachers or school staff to visit students' homes, creating a more personal and inclusive relationship with families. These visits facilitate open communication, strengthen the home-school partnership, and enable educators to gain a deeper understanding of students' backgrounds and contexts. By actively seeking feedback through surveys and conducting home visits, the school has gained valuable insights into areas that require attention and improvement. The survey results have likely highlighted specific areas of focus where the school can make necessary adjustments and enhancements. This information allows school leadership to identify areas of strength and areas that need improvement, enabling them to implement targeted strategies and initiatives for school improvement. The commitment to receiving meaningful feedback demonstrates the school's dedication to continuous growth and enhancement, ensuring that the education provided aligns with the needs and expectations of students and their families.

Overall, the positive trend in parent engagement attending the CEI has increased participation in school events, candid conversations surrounding campus issues and overall improved relationships with our parents.  Reflected through increased survey participation and home visits, has supported the school's efforts to gather meaningful feedback and improve various aspects of the educational experience. This collaborative approach between the school and parents enhances communication, fosters a sense of shared responsibility, and ultimately leads to a stronger and more inclusive school community.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there may not be any changes to the overall goal of the school, there is a clear focus on investing additional resources in community engagement efforts and improving the school's culture. These initiatives demonstrate a proactive approach to strengthening relationships with the community and enhancing the overall school environment.

By investing more resources in community engagement, the school is acknowledging the importance of building strong connections with the surrounding community. This may   opportunities for community members to actively participate in the school's activities. Such efforts can foster a sense of belonging and collaboration, establishing the school as an integral part of the wider community. Increased community engagement can lead to valuable partnerships, additional resources, and a shared commitment to the success of the school and its students.

Working on improving the school's culture reflects a commitment to creating a positive and inclusive learning environment. A healthy school culture nurtures positive relationships, promotes respect and understanding, and values the diverse backgrounds and perspectives of students, staff, and families. This may involve implementing programs to address social-emotional learning, promoting diversity and inclusion, or providing professional development opportunities for staff members to cultivate a positive school climate. By prioritizing the school's culture, students and staff can thrive in an environment that supports their well-being, encourages growth, and enhances the overall educational experience.

Overall, the decision to invest more resources in community engagement and improve the school's culture demonstrates a proactive and forward-thinking approach. These initiatives can have a significant impact on the overall success of the school, fostering stronger community ties, enhancing student experiences, and creating a positive and inclusive environment where everyone feels valued and supported. By continuously striving to improve community engagement and school culture, the school is taking important steps towards achieving its goals and ensuring a high-quality educational experience for all partners involved.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy-Bell | Suat Acar<br>Interim Principal | sacar@magnoliapublicschools.org<br>(323) 826-3925 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy-Bell (MSA-Bell) is a classroom-based charter school serving grades 6th-8th with a curriculum emphasis on science, technology, engineering, arts, and math (STEAM). MSA- Bell is located in the city of Bell (90201) and serves around 400 students in grades 6–8, with classes that average 30 or fewer students. Originally founded in 2010—and here requesting a third five-year charter term— MSA-Bell's mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. Classroom instruction at MSA-Bell is supplemented by tutoring, after-school programs, and school-to-university links.

Our mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MSA Bell currently has about 400 students in grades 6th-8th, and mainly draws enrollment from the neighboring communities of the southeast Los Angeles area. MSA Bell has a diverse student population of 90.45% Hispanic/Latino and 7.95% White (Arabic), 84.5% socioeconomically disadvantaged, 10.2% special education, and 12.5% English language learner population.

Magnolia Science Academy 8
Address: 6411 Orchard Ave., Bell, CA, 90201
Phone: 323-826-3925
Email: sacar@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

MSA Bell's 2022 California School Dashboard report on the school's performance in ELA and Math indicate that the school has earned a Status level of "Low" for All Students, which is the same as the state's Status level. The report shows an average Distance from Standard (DFS) of -24.4 in ELA and -79.3 in Math for the All Students groups, which is higher than the State average DFS of -12.2 in ELA and -51.7 in Math.
The school has 5 numerically significant student groups (Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White). The majority of numerically significant student groups have a DFS higher than the State's average DFS in ELA and Math (English Learners, Students with Disabilities, and White).

Strengths
MSA Bell's main success in ELA and MATH was the ability to maintain the 2019 SBAC Performance Level. Another major success was being able to maintain scores that are comparable to the state. In ELA, Latino students outperformed the state by 14.5%. In addition, our ELD department had the greatest success with a status of "High" and a performance level that is above the state in comparison. Another major success was being able to maintain scores that are comparable to the state in MATH.

The greatest success was seen in our Socioeconomically Disadvantaged Population's outperformance over the state by 5.1%. In addition, Latino students nearly equaled the state in Math Achievement. MSA Bell's highlighted success from the 2021-2022 school year was our ELPI score. We had previously set our goal at 55% for the school year and were proud when we saw a status of 55.3% for English Language Progress. Much of the success was due to our school having a dedicated ELD Coordinator that offers both support in the classroom as well as providing ELD classes that focus on differentiated instruction for scaffolding multiple levels of English language learners. In addition, MSA Bell secured three paraprofessionals to aid and tutor EL students during and after school. Although we did have an ELPI score of "High", MSA Bell will continue to implement programs that have embedded support for both teachers and students when it comes to focusing on English language development as a whole school program and curriculum. In addition to implementing McGraw hill for Social Studies and Science, we have also implemented StudySync for the CORE ELA classes and continue to utilize iXL, MyOn, and AR to support Reading and English language development. MSA Bell attributes the SBAC Prep Program as a major contributor to student success on the SBAC in ELA and Math. In addition, the implementation of iXL and StudySync as part of the daily curriculum has been designed to lower the achievement gaps, address learning loss, and act as interventions and differentiation for student groups and special populations.

CHALLENGES

MSA Bells 21-22 data results reflect an equal comparison to the previous years SBAC results (2018-19) and reflect an equal comparison to the state. All students performed in the "Low" category, with a critical focus on EL and SPED populations. There is much room for growth and improvement of systems. Incorporate more resources into the curriculum, such as McGraw Hill and Studysync. Continue using IXL in ELA during CORE time. IXL will continue for 20 minutes per day in both ELA and MATH, in addition to Science. We will also pilot IXL Social Studies with the 7th grade. Continue interventions during Advisory, SDL, Saturday School, and the after-school program. Continue data informed instruction using IAB's and Pre / Post data analysis throughout the school year. Continue the program from the previous year, adding sections for special populations on the post data analysis forms. All ELA and Math teachers will take the IAB's during Department Meeting time. MyOn was used 3 times throughout the year in order to show growth results and to set goals for the AR program. We will shift our daily reading to the end of the day to ensure that our students' tardiness or morning responsibilities (counseling, social talk club, etc..) do not interfere with at least 30 minutes of reading per day. CORE ELA and Math teachers will begin SBAC Prep by the third week of January. SBAC Prep will consist of daily warm-ups AND exit-tickets utilizing officially released SBAC questions from the available ICA's, IAB's and Focused IAB's. The goal is to expose all of the students to all of the relevant test questions and vocabulary by the end of April.

Weekly fail reports and interventions provide all teachers and staff with the information necessary to implement individualized plans for student success. Tier 1 interventions in the classroom, in addition to the after school program and Saturday school program continually provided support for all students and minimize student failures. Tutoring and Interventions will be offered every day after school with the focus on student growth and mastery. After school tutoring will focus on students who are nearly meeting the standards based on IAB data from 1st semester and NWEA Winter MAP Growth.

Opportunities

1. Chronic Absences are at 5% and increased by 1.8%. In comparison with the state, all students increased by 1.1 points, 10.1% chronically absent.
2. Suspension rate 1.4% increased by 1.4%. The rate is lower than the state rate of 3.4%
ATSI: Students with Disabilities (SWD) for ATSI for both ELA and Math indicators and Chronic Absenteeism.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Differentiated Assistance (DA):

Magnolia Science Academy Bell is eligible for DA for the EL student group performance on the 2023 Dashboard and EL and SWD student groups' performance on the 2022 Dashboard. The state indicators that need improvement are ELA, math, and chronic absenteeism.

Here are the eligibility criteria for Magnolia Science Academy Bell;

CAASPP - ELA and Math
(ELs)
(SWD)

Chronic Absenteeism
(ELs)
(SWD)

Local Data that support the eligibility for the Magnolia Science Academy Bell;

ELA ELLs - 109.8 below standard - Declined 19.3 points
SWDs - 134.4 below standard - Declined 15 points

Math - SWDs- 156.9 below standard - Maintained 2.2
ELLs - 140.6 below standard - Increased 3 points

Chronic Absenteeism
ELL - 31.8% - Increased 4.7%
SWD - 36.1% - Declined 2.8%

Differentiated Assistance Collaborative Team:

As soon as the 2 subgroups met the criteria for the Differentiated Assistance (DA), Magnolia Science Academy Bell formed a group of educators working collaboratively with the Los Angeles County Office of Education (LACOE) for Differentiated Assistance (DA). The group includes the school's academic leadership team including the ELD and SPED coordinators in addition to Magnolia Public Schools (MPS) Chief Academic Officer, MPS Chief Accountability Officer, MPS Director of State and Federal Programs, MPS Director of Student Services, and MPS Director of EL and ELA programs. As the first step, the group attended the LACOE's Charter DA symposium on Feb 6, 2023. Additionally, he group met many times with the DA support providers from the Los Angeles County Office of Education (LACOE) and worked on the plan for improvement of those areas.

During the academic year 2023-24, at the beginning of second semester, Los Angeles County Office of Education (LACOE) started to work jointly with Magnolia Science Academy Bell in affirming and/or supporting Focus Areas of work that:
- Builds capacity through professional expertise and local decision-making
- Fosters systemic collaboration
- Builds a culture of co-learning and reflective inquiry
- Promotes a climate of candor, evidence, and urgency to take action
- Results in improved student outcomes and leads to sustainable change

One of the activities that the team conducted was the Root-cause analysis.

The outcomes of Root-cause Analysis;
The Differentiated Assistance team met many times to further discuss the 2 subgroups and conducted root-cause analyses for improvement;
Per the overall interpretation, the team found out that the following as the roots for the shortcomings;

- teacher turnover and unfilled positions in ELA and Math as well as 7th grade SPED case manager
- ineffective math curriculum not meeting the rigor of standards
- teachers do not have a foundational understanding of how to read and analyze student data

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI):

Per the outcomes of Dashboard 2022 and 2023, Magnolia Science Academy 8 is eligible for Additional Targeted Support and Improvement (ATSI). The school's English Learners (EL) met the Criterion #3 for the last 2 years 2022 and 2023. Here are the details;

Criterion #3

2022 Dashboard Criteria:
Five or more indicators where the majority are at the Lowest Status Level. (CAASPP ELA, math, and suspension)

2023 Dashboard Criteria:
Five or more indicators where the majority are Red. (CAASPP ELA, ELPI, and Chronic Absenteeism)

Action Steps:

The group has been working on PDSA (PLAN - DO - STUDY - ACT) model as it is a structured, iterative problem-solving method that the school educators can use to improve learning and processes: Here is a sample that the group used for the high suspension rate:

Plan for Change:
Exactly what will implementation of this change idea look like? (who will do what, in what setting, by when?)

1. Asst. Prin. collects baseline observations in 20% of classrooms (before upcoming faculty meeting) and
2. analyzes discipline referral data (pre)
3. Principal: administer baseline survey item during faculty mtg, provide training, have teachers state/identify classroom expectations
4. Teachers: post expectations and focus on positive feedback for students (within one week of faculty meeting)
5. Asst Prin. provides weekly nonevaluative observation feedback to 100% of teachers until following faculty meeting
6. Principal: re-administer frustration survey item at next faculty meeting
7. Asst principal analyzes discipline referral data (post)
8. Administer anonymous survey

Measures / Evidence:
What information will we collect and how will we collect it?

1. Asst. principal computes total positive/negative interaction ratio for each ten min observation (baseline) and
2. Asst. principal analyzes discipline referral data for three weeks before faculty mtg (avg. #/day)
3. Staff meeting agenda, baseline survey data (likert scale 1-7)
4. Principal walkthrough data - all classrooms one week after meeting (% of classrooms w/expectations posted)
5. Same process as step one, but asst. prin. shares data with teachers in a follow-up email by end of day
6. Follow-up survey data ((likert scale 1-7)), discipline referrals (Avg./day across three weeks before first faculty meeting (pre), compared to avg. across five days before second faculty meeting (post)
7. Asst. principal analyzes disciple referral data for 5 days before second faculty meeting (avg. #/day)
8. Asst. principal administers informal, anonymous survey to all teachers to gather qualitative feedback on process"

Do:
What happened? Data / Results

1. Average pos/neg interaction ratio across eight classrooms is 2.3 / 4.1
2. Average discipline referrals per day for three weeks before meeting is 1.6
3. Training was provided, 92% of teachers attended. Average frustration rating on survey 5.1 / 7. Principal followed up with those absent.
4. 100% of classrooms had expectations posted one week after training
5. Across three weeks of follow-up observations, average pos/neg interaction ratio across 100% of classrooms is 6.7 / 4.8
6. Follow-up (post) frustration rating survey 3.6 / 7.
7. Average discipline referrals per day for one week before second faculty meeting is .7

8. Qualitative survey data indicate that many teachers found the frequent observations disruptive but most valued the nonevaluative, timely feedback. Several teachers reported an improved climate in their classrooms.

Study / Act: What did we learn? What will we do next? (completed after implementation)

- Gather feedback from teaches on less intrusive data collection methods - maybe select a peer to gather data? (need to conduct inter-observer agreement trials)

Similar models will be used for the CAASPP ELA, math, and Chronic Absenteeism as they are the criteria the school met for the Differentiated Assistance (DA) as well as ATSI.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parents | During the PAC meetings, we went through our data to give the family community an idea of what our results were and what our goals were. This meant that the school developed presentations based on the performance results from our data portal/dashboard websites to present the information in a way that parents could digest our information. |
| Students | During PAC meetings, students are involved in the decision-making process for our LCAP. At certain PAC meetings, we went through our data to give students an idea of what our results were and what our goals were. This meant that the school developed presentations based on the performance results from our data portal/dashboard websites to present the information in a way that parents could digest our information. |
| Teachers | Presentations have been made to our staff about our LCAP and the goals. These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals. During this time, we go over what our projected goals/or make projected goals for the year and for future years. |
| School administrators | Presentations have been made to our staff about our LCAP and goals. These meetings are held throughout the year where we talk about our accomplishments and successes from the past year, our goals for the upcoming year, and how we will achieve our goals. During this time, we review our projected goals for the year and for future years. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| Other school personnel | Presentations have been made to our staff about our LCAP and the goals. These meetings are held throughout the year, where we speak about our accomplishments and achievements from the past year, our goals for the upcoming year, and ways to attain our goals. During this time, we go over what our projected goals/or make projected goals for the year and for future years. |
| SELPA | SELPA representatives are engaged to ensure that the needs of students with disabilities are adequately addressed in the LCAP. Regular consultation and feedback sessions are held to discuss the effectiveness of special education programs and identify areas for improvement. This collaboration helps develop targeted interventions to support students with disabilities and ensure they receive an equitable and effective education. By actively seeking input from these educational partners, MSA-8 ensures that the LCAP is a comprehensive plan that reflects the needs and priorities of the community. This collaborative approach not only enhances the quality of the LCAP, but also fosters a sense of ownership and commitment among all stakeholders. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The decisions to create goals for our LCAP were influenced by the feedback provided by our educational partners. We, as the MSA-8's administrative team, would take into consideration the perspectives that all of our stakeholders had given, find the middle ground, and then share it back with the stakeholders. The feedback and goals are then presented to the central office for inclusion in the following year's LCAP.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 75.2% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24:<br>0 | | | 2026-27:<br>0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023)<br>54% | | | 2026-27: (Fall 2025 to Fall 2026)<br>>= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24)<br>93.9% | | | 2026-27:<br>>= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $21,200.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $370,895.12 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: Depreciation, technology, TelecomInternet, textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Title II, used for technology: $909 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $557,163.44 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, and water.<br><br>The following expenditures will be funded by federal Title funds: N/A | $20,000.00 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $914,559.50 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional services paid with Title I: $15,512 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 71% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 85% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 35.29% <br>• English Learners: 0.00% <br>• Socioeconomically Disadvantaged: 34.55% | | | 2025-26: <br>• All Students: >= 40.00% <br>• English Learners: >= 5.00% <br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 6.06%<br>• Asian: *<br>• Hispanic: 34.11%<br>• White: 48.0% | | | Disadvantaged: >= 40.00%<br>• Students with Disabilities: >= 15.00%<br>• Hispanic: >= 40.00%<br>• White: >= 45.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 41.1 points below standard<br>• English Learners: 109.8 points below standard<br>• Socioeconomically Disadvantaged: 41.9 points below standard<br>• Students with Disabilities: 134.4 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 32.0 points below standard<br>• English Learners: 95.0 points below standard<br>• Socioecomically Disadvantaged: 32.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 43.4 points below standard<br>• White: 13.0 points below standard | | | • Students with Disabilities: 115.0 points below standard<br>• Hispanic: 35.0 points below standard<br>• White: 5.0 points below standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 50.1%<br>• English Learners: 46.6%<br>• Socioeconomically Disadvantaged: 49.1%<br>• Students with Disabilities: 55.6%<br>• Hispanic: 51.5%<br>• White: 33.3% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • White: >= 50% | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: -0.06 (CGP: 47th percentile)<br>• English Learners: CGI: 0.51 (CGP: 69th percentile)<br>• Socioeconomically Disadvantaged: CGI: -0.07 (CGP: 47th percentile)<br>• Students with Disabilities: CGI: 0.53 (CGP: 70th percentile)<br>• Hispanic: CGI: -0.04 (CGP: 48th percentile)<br>• White: * | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: CGI >= 0 (CGP >= 50th percentile) <br> • White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 17.37% <br> • English Learners: 1.85% <br> • Socioeconomically Disadvantaged: 16.82% <br> • Students with Disabilities: 6.06% <br> • Asian: * <br> • Hispanic: 16.33% <br> • White: 32.0% | | | 2025-26: <br> • All Students: >= 24.00% <br> • English Learners: >= 10.00% <br> • Socioeconomically Disadvantaged: >= 24.00% <br> • Students with Disabilities: >= 10.00% <br> • Hispanic: >= 24.00% <br> • White: * | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 94.6 points below standard<br>• English Learners: 140.6 points below standard<br>• Socioeconomically Disadvantaged: 94.5 points below standard<br>• Students with Disabilities: 156.9 points below standard<br>• Asian: *<br>• Hispanic: 97.6 points below standard<br>• White: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 82.0 points below standard<br>• English Learners: 120.0 points below standard<br>• Socioeconomically Disadvantaged: 82.0 points below standard<br>• Students with Disabilities: 135.0 points below standard<br>• Hispanic: 85.0 points below standard<br>• White: * | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 41.0%<br>• English Learners: 34.5%<br>• Socioeconomically Disadvantaged: 39.2%<br>• Students with Disabilities: 40.5%<br>• Hispanic: 41.9<br>• White: 23.8% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: -0.83 (CGP: 20th percentile)<br>• English Learners: CGI: -1.16 (CGP: 9th percentile)<br>• Socioeconomically Disadvantaged: CGI: -0.98 | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | (CGP: 16th percentile)<br>• Students with Disabilities: CGI: -0.10 (CGP: 46th percentile)<br>• Hispanic: CGI: -0.75 (CGP: 23rd percentile)<br>• White: * | | | percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance | 2022-23: (2023 Dashboard)<br>44.4% | | | 2025-26: (2026 Dashboard)<br>>= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | | | | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 20.4% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 24.64%</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: 23.73%</li><li>Students with Disabilities: 8.33%</li><li>Hispanic: 24.59%</li></ul> | | | 2025-26: <ul><li>All Students: >= 25.00%</li><li>English Learners: *</li><li>Socioeconomically Disadvantaged: >= 25.00%</li><li>Students with Disabilities: >= 10.00%</li><li>Hispanic: >= 25.00%</li><li>White: *</li></ul> | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $1,429,594.43 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal categorical funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>Services & Other Operating Expenses - Professional Development:<br>Resource:<br>• Title II Prof Dev-Other: $15,000<br>• Title II Professional Development: $9,000 | $77,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.)<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 4340 Education Software: $24,429<br>• 3010 Title I 3500 Unemployment Insurance: $148.56<br>• 3010 Title I 3400 Health & Welfare Benefits: 1,869.05<br>• 3010 Title I 3300 OASDI/Medicare: $430.82<br>• 3010 Title I 3100 STRS: $5,674.95<br>• 3010 Title I 1100 Teacher Salaries: $29,678 | $786,487.60 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 3500 Unemployment Insurance: $58.08<br>• 3010 Title I 3300 OASDI/Medicare: $168.43<br>• 3010 Title I 3100 STRS: $2,218.65<br>• 3010 Title I 1100 Teacher Salaries: $11,616 | $108,175.11 | Yes |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner | $898,923.18 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds:<br>• (Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services: $8,000<br>• (Non-personnel): Title I, Educational Software: $5,313 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

> Priority 7: Course Access (Conditions of Learning)
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

> It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 16% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 99% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 98% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| 3.2 | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,001.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software: Resource: Title IV, Part A, Amount: $3,000 | $8,720.35 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most | $385,446.90 | Yes |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 3500 Unemployment Insurance: $200.53<br>• 3010 Title I 3400 Health & Welfare Benefits: 3,594.32<br>• 3010 Title I 3300 OASDI/Medicare: $581.53<br>• 3010 Title I 3100 STRS: $7,660.24<br>• 3010 Title I 1100 Teacher Salaries: $40,106 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. | $908,911.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|  |  | Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A |  |  |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|--------|-------------|--------------|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 8 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 3 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 60 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 22.7% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 92.50% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 28.4% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.7% | | | 2026-27: <= 2.0% | |
| 4.8 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 2.5% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.9 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.10 | School experience survey "participation rates" by students, | 2023-24: Students: 99.7% Families: 99.7% | | | 2026-27: Students: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | families, and staff (Source: Local Indicator Priority 6, Panorama Education) | Staff: 100.0% | | | Families: >= 75.0% Staff: >= 95.0% | |
| 4.11 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 56.0% Families: 93.0% Staff: 68.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.12 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 66% Families: 93% Staff: 77% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |
| 4.13 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 94.26% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
|          |        |          |                |                |                           |                                  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| 4.2 | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance | $240,328.27 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 5800 Professional Services: $7,500<br>• 3010 Title I 3500 Unemployment Insurance: $115<br>• 3010 Title I 3300 OASDI/Medicare: $333.5<br>• 3010 Title I 3100 STRS: $4,393<br>• 3010 Title I 1100 Teacher Salaries: $23,000 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives | $386,203.58 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 4310 Ins Mats & Sups: $4,053<br>• 3010 Title I 4340 Educational Software: $9,900 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 3010 Title I 5800 Professional Services: $2,000 | | |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $376,131.74 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,392,115 | $98,241 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 26.345% | 0.000% | $0.00 | 26.345% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>　LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | - Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>- School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>   LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br><ul><li>Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)</li><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings,<br>and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | <ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li></ul> |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>  LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

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| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs **Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3: <br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) <br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>  LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | • Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| **3.3** | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: |

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| | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br>  LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

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| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br> LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am |

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| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:** Seeking family input for decision-making<br><br>**Need:** It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

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| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.3 | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br><br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |
| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | are so we can continue to provide our students with the best quality education.<br><br>**Scope:**<br>  LEA-wide | current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

| |
|---|
| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA-8 will utilize the concentration grant add-on funds ($98,241) in the following manner:

MSA-8 is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $5,284,077 | $1,392,115 | 26.345% | 0.000% | 26.345% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $5,010,140.48 | $2,096,689.32 | | $386,687.17 | $7,493,516.97 | $5,013,824.65 | $2,479,692.32 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $21,200.00 | $21,200.00 | | | | $21,200.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $119,927.30 | $250,967.82 | $321,189.12 | $48,797.00 | | $909.00 | $370,895.12 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $30,187.00 | $526,976.44 | $557,163.44 | | | | $557,163.44 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $914,559.50 | $899,047.50 | | | $15,512.00 | $914,559.50 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,301,594.43 | $128,000.00 | $985,619.08 | $443,975.35 | | | $1,429,594.43 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $77,500.00 | $23,000.00 | $30,500.00 | | $24,000.00 | $77,500.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $724,334.51 | $62,153.09 | $432,742.87 | $231,725.85 | | $122,018.88 | $786,487.60 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $108,175.11 | $0.00 | $94,113.95 | | | $14,061.16 | $108,175.11 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $691,685.78 | $207,237.40 | $169,524.35 | $625,649.83 | | $103,749.00 | $898,923.18 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1,001.00 | $1.00 | $1,000.00 | | | $1,001.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $8,720.35 | $5,720.35 | | | $3,000.00 | $8,720.35 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $382,946.90 | $2,500.00 | $333,304.27 | | | $52,142.63 | $385,446.90 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $757,934.66 | $150,977.09 | $469,064.05 | $439,847.70 | | | $908,911.75 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $212,048.27 | $28,280.00 | $204,986.77 | | | $35,341.50 | $240,328.27 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $355,197.58 | $31,006.00 | $333,197.58 | $39,053.00 | | $13,953.00 | $386,203.58 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,000.00 | | | | $2,000.00 | $2,000.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $329,793.11 | $46,338.63 | $139,991.15 | $236,140.59 | | | $376,131.74 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $5,284,077 | $1,392,115 | 26.345% | 0.000% | 26.345% | $2,056,396.99 | 0.000% | 38.917 % | **Total:** | $2,056,396.99 |
| | | | | | | | | **LEA-wide Total:** | $2,056,396.99 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $20,000.00 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $23,000.00 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $432,742.87 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $94,113.95 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $5,720.35 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $333,304.27 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $469,064.05 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $204,986.77 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $333,197.58 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $139,991.15 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $7,430,305.00 | $7,551,375.20 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $21,200 | $21,200.00 |
| 1 | 1.2 | Instructional materials and technology | No | $652,145 | $652,145.20 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $610,163 | $640,163.44 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $60,000 | $60,000.00 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $943,179 | $960,099.92 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,224,917 | $1,284,059.84 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $49,000 | $77,500.00 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $833,064 | $798,318.45 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | 106,923 | $106,923.47 |
| 2 | 2.5 | Support for students with disabilities | No | $858,638 | $858,637.53 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1,001 | $1,001.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $8,720 | $8,720.35 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $368,999 | $368,999.16 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $847,039 | $873,532.54 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $237,276 | $237,276.48 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $382,700 | $382,700.49 |
| 4 | 4.4 | Annual stakeholder surveys | Yes | $2,000 | $2,000.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $223,341 | $218,097.33 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,384,966 | $1,453,794.84 | $1,444,730.18 | $9,064.66 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $60,000.00 | $60,000.00 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $13,000.00 | $23,000 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $300,576.08 | $314,673.58 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.00 | $1.00 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $5,720.00 | $5,720.35 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $275,261.53 | $184,199.87 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $358,435.35 | $294,505.92 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $266,510.83 | $201,934.98 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $151,290.05 | $329,694.48 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual stakeholder surveys | Yes | $2,000.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $21,000.00 | $31,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $3,534,163 | $1,384,966 | 0.000% | 39.188% | $1,444,730.18 | 0.000% | 40.879% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners
## Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

2024-25 Local Control and Accountability Plan for Magnolia Science Academy-Bell

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy - Santa Ana

CDS Code: 30-76893-0130765

School Year: 2024-25

LEA contact information:

Steven Keskinturk & Maria Czerner-Rowell

Site Director/Secondary Principal & Elementary Principal

skeskinturk@magnoliapublicschools.org

(714) 479-0115

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$7,484,380
71 %

All federal funds,
$468,130 , 4%
All other state funds,
$2,488,332 , 24%
All local funds,
$163,673 , 2%

LCFF supplemental &
concentration grants,
$1,953,088 , 18%

All Other LCFF funds,
$5,531,292 , 52%

This chart shows the total general purpose revenue Magnolia Science Academy - Santa Ana expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy - Santa Ana is $10,604,515, of which $7,484,380 is Local Control Funding Formula (LCFF), $2,488,332 is other state funds, $163,673 is local funds, and $468,130 is federal funds. Of the $7,484,380 in LCFF Funds, $1,953,088 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $10,588,964 | Total Budgeted Expenditures in the LCAP $10,588,964 |

*This chart provides a quick summary of how much Magnolia Science Academy - Santa Ana plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Magnolia Science Academy - Santa Ana plans to spend $10,588,963.95 for the 2024-25 school year. Of that amount, $10,588,963.95 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy - Santa Ana is projecting it will receive $1,953,088 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy - Santa Ana must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy - Santa Ana plans to spend $1,929,795.55 towards meeting this requirement, as described in the LCAP.

Magnolia Science Academy Santa Ana will meet the requirement of providing all of the planned actions and services for high needs students using LCFF supplemental and concentration grants for 2024-25. The difference between the projected LCFF supplemental and concentration revenue and budgeted amount for actions and services will be paid with other applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership,, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G

Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

### Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$2,049,530**

☐ Actual Expenditures for High Needs Students in LCAP — **$1,788,288**

$ 0     $ 500,000     $ 1,000,000     $ 1,500,000     $ 2,000,000     $ 2,500,000

This chart compares what Magnolia Science Academy - Santa Ana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy - Santa Ana estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy - Santa Ana's LCAP budgeted $2,049,529.88 for planned actions to increase or improve services for high needs students. Magnolia Science Academy - Santa Ana actually spent $1,788,287.97 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-261,241.90,999,999,992 had the following impact on Magnolia Science Academy - Santa Ana's ability to increase or improve services for high needs students:

Even though, the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-24 is less than the total budgeted expenditures for those planned actions and services, the difference did not impact the actions and services and the overall increased or improved services for high needs students in 2023-24. For those actions and services, Magnolia Science Academy Santa Ana used applicable (if not all) state, federal, and local funds including, but not limited to CIF, Lottery - Non-Prop 2, EPA, ELOP (Expanded Learning Opportunities Program), Title I, ESSER III, ESSER III - Learning Loss, ELO - Learning Loss, ESSER III Summer Grant, Title II, Title IV - Part A, Title III - LEP, ARP HCY II, ASES, Educator Effectiveness Block Grant, California Community Schools Partnership, AB 602, Arts & Music Block Grant, Community Engagement Initiative Grant, A-G Access/Success Grant, A-G Learning Loss Mitigation Grant, MTSS, and Fundraising.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy - Santa Ana | Steven Keskinturk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal | skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2023-24: 0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21: 0% | 2021-22: 0% | 2022-23: 0% | 2023-24: 0% | 2023-24: 0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21: 0 | 2021-22: 0 | 2022-23: 0 | 2023-24: 0 | 2022-23: 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 94.0% | 2021-22: (Spring 2021 to Fall 2021) 64% | 2022-23: (Fall 2021 to Fall 2022) 86% This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 75% | 2023-24: (Fall 2022 to Fall 2023) 85.0% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.1% | 2021-22: (As of 5/12/22) 97.1% | 2022-23: (As of 5/12/23) 96% | 2023-24: (As of 12/15/23) 95.5% | 2023-24: 97.0% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 Action 1
Budgeted: $38,425

Actual: $38,425
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 2
Budgeted: $1,175,619
Actual: $1,175,619
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 3
Budgeted: $659,546
Actual: $659,546
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 4
Budgeted: $44,445
Actual: $44,445
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 1 Action 5
Budgeted: $1,890,663
Actual: $1,890,663
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The CCSS aligned curriculum and the online resources have helped teachers prepare standard based lessons and target intervention based on the needs of students. Saturday school structure has been changed to meet the needs of the students who
need the one-on-one support. The program helped students pass their classes and improve their scores on MAP and IAB tests. Dual-enrollment opportunities are not limited to courses students can take at college campuses. The participation rate for the on-campus college course is above the expected number. We will continue to offer two dual enrollment classes next year here on our campus.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes with new performance targets for the upcoming school year based on input from all stakeholders and available data through surveys and student performance data. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 2 | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 45% | 2021-22: (As of 5/13/22) 51% | 2022-23: (As of 5/12/23) 52% | 2023-24: (As of 5/24/24) 70% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 69% | 2021-22: (First semester) 85% | 2022-23: (First semester) 89% | 2023-24: (First semester) 86% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 126.5 | 2021-22: (As of 5/13/22) 39.9 | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 130 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 34.23%<br>• English Learners: 9.28%<br>• Socioeconomically Disadvantaged: 32.47%<br>• Students with Disabilities: 12.07%<br>• Homeless: 32.43%<br>• Hispanic: 31.18%<br>• White: 73.33% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 36.65%<br>• English Learners: 7.69%<br>• Socioeconomically Disadvantaged: 33.77%<br>• Students with Disabilities: 12.77%<br>• Hispanic: 33.6%<br>• White: 81.82%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or | 2022-23:<br>• All Students: 43.68%<br>• English Learners: 4.84%<br>• Socioeconomically Disadvantaged: 39.66%<br>• Students with Disabilities: 24.45%<br>• Asian: *<br>• Hispanic: 41.42%<br>• White: 57.9%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• All Students: 47.00% | 2022-23:<br>• All Students: 38.00%<br>• English Learners: 12.00%<br>• Socioeconomically Disadvantaged: 38.00%<br>• Students with Disabilities: 16.00%<br>• Homeless: 38.0%<br>• Hispanic: 37.00%<br>• White: 74.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 38.26%</li><li>English Learners: 9.26%</li><li>Students with Disabilities: 27.78%</li><li>Hispanic: 34.88%</li><li>White: 72.73%</li></ul>IAB ELA Level 3 and 4 Projection (5/13/22):<ul><li>All Students: 53.97%</li></ul> | exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<ul><li>All Students: 37.13%</li><li>English Learners: 10.20%</li><li>Students with Disabilities: 23.64%</li><li>Hispanic: 33.21%</li><li>White: 61.90%</li></ul>IAB ELA Level 3 and 4 Projection (5/12/23):<ul><li>All Students: 54.84%</li></ul> | | |
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<ul><li>All Students: 34.5 points below standard</li><li>English Learners:</li></ul> | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. | 2021-22: (2022 Dashboard)<ul><li>All Students: 30.7 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 14.6 points below standard</li><li>English Learners:</li></ul> | 2022-23: (2023 Dashboard)<ul><li>All Students: 28.0 points below standard</li><li>English Learners:</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 68.0 points below standard<br>• Socioeconomically Disadvantaged: 40.2 points below standard<br>• Students with Disabilities: 80.2 points below standard<br>• Homeless: 28.8 points below standard<br>• Hispanic: 42.8 points below standard<br>• White: 83.9 points above standard | We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 46.0%<br>• English Learners: 43.1%<br>• Students with Disabilities: 45.3%<br>• Hispanic: 45.3%<br>• White: 50.0% | 76.3 points below standard<br>• Socioeconomically Disadvantaged: 37.8 points below standard<br>• Students with Disabilities: 96.1 points below standard<br>• Homeless: 72.5 points below standard<br>• Hispanic: 39.9 points below standard<br>• White: 88.2 points above standard | 56.2 points below standard<br>• Socioeconomically Disadvantaged: 23.4 points below standard<br>• Students with Disabilities: 75.7 points below standard<br>• Asian: *<br>• Hispanic: 21.2 points below standard<br>• White: 71.9 points above standard | 60.0 points below standard<br>• Socioeconomically Disadvantaged: 33.0 points below standard<br>• Students with Disabilities: 72.0 points below standard<br>• Homeless: 22.0 points below standard<br>• Hispanic: 36.0 points below standard<br>• White: 80.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall | 2020-21:<br>• All Students: 42.7%<br>• English Learners: 40.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 46.0% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 58.3% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 57.4% | 2023-24:<br>• All Students: 60.0%<br>• English Learners: 54.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | • Socioeconomically Disadvantaged: 43.3%<br>• Students with Disabilities: 36.5%<br>• Hispanic: 42.6%<br>• White: 31.3% | • English Learners: 43.1%<br>• Socioeconomically Disadvantaged: 46.4%<br>• Students with Disabilities: 45.3%<br>• Hispanic: 45.3%<br>• White: 50.0% | • English Learners: 62.2%<br>• Socioeconomically Disadvantaged: 57.4%<br>• Students with Disabilities: 55.2%<br>• Hispanic: 58.2%<br>• White: 60.5% | • English Learners: 63.2%<br>• Socioeconomically Disadvantaged: 56.6%<br>• Students with Disabilities: 52.9%<br>• Hispanic: 56.3%<br>• White: 62.8% | • Socioeconomically Disadvantaged: 60.0%<br>• Students with Disabilities: 58.0%<br>• Hispanic: 60.0%<br>• White: 44.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 28.61%<br>• English Learners: 10.0%<br>• Socioeconomically Disadvantaged: 26.36%<br>• Students with Disabilities: 12.06%<br>• Homeless: 27.03%<br>• Hispanic: 25.29%<br>• White: 73.33% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments. | 2021-22:<br>• All Students: 28.67%<br>• English Learners: 5.21%<br>• Socioeconomically Disadvantaged: 25.85%<br>• Students with Disabilities: 12.50%<br>• Homeless: 0.00%<br>• Hispanic: 25.67%<br>• White: 72.72%<br><br>We have used the Measures of | 2022-23:<br>• All Students: 34.77%<br>• English Learners: 7.94%<br>• Socioeconomically Disadvantaged: 30.77%<br>• Students with Disabilities: 19.56%<br>• Asian: *<br>• Hispanic: 31.12%<br>• White: 52.64%<br><br>IAB Math Level 3 and 4 Projection (1/22/24): | 2022-23:<br>• All Students: 32.00%<br>• English Learners: 15.00%<br>• Socioeconomically Disadvantaged: 32.00%<br>• Students with Disabilities: 16.00%<br>• Homeless: 32.0%<br>• Hispanic: 32.00%<br>• White: 75.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br><br>• All Students: 25.87%<br>• English Learners: 5.41%<br>• Students with Disabilities: 12.96%<br>• Hispanic: 22.65%<br>• White: 54.55%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• All Students: 43.61% | Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• All Students: 31.17%<br>• English Learners: 9.09%<br>• Students with Disabilities: 14.81%<br>• Hispanic: 26.02%<br>• White: 61.90%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• All Students: 61.92% | • All Students: 54.94% | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 50.8 points below standard<br>• English Learners: 79.4 points below standard<br>• Socioeconomically Disadvantaged: 56.4 points below standard<br>• Students with Disabilities: 93.6 points below standard<br>• Homeless: 54.7 points below standard<br>• Hispanic: 60.3 points below standard<br>• White: 73.0 points above standard | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 61.5%<br>• English Learners: 54.3%<br>• Students with Disabilities: 46.9%<br>• Hispanic: 61.4% | 2021-22: (2022 Dashboard)<br>• All Students: 59.1 points below standard<br>• English Learners: 93 points below standard<br>• Socioeconomically Disadvantaged: 66.0 points below standard<br>• Students with Disabilities: 119.2 points below standard<br>• Homeless: 113.2 points below standard<br>• Hispanic: 66.8 points below standard<br>• White: 58.5 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 39.9 points below standard<br>• English Learners: 74.7 points below standard<br>• Socioeconomically Disadvantaged: 48.9 points below standard<br>• Students with Disabilities: 88.3 points below standard<br>• Asian: *<br>• Hispanic: 50.0 points below standard<br>• White: 45.4 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 42.0 points below standard<br>• English Learners: 73.0 points below standard<br>• Socioeconomically Disadvantaged: 50.0 points below standard<br>• Students with Disabilities: 85.0 points below standard<br>• Homeless: 46.0 points below standard<br>• Hispanic: 52.0 points below standard<br>• White: 50.0 points above standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • White: 58.3% | | | |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 40.5%<br>• English Learners: 35.9%<br>• Socioeconomically Disadvantaged: 40.0%<br>• Students with Disabilities: 32.9%<br>• Hispanic: 39.7%<br>• White: 44.4% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 61.5%<br>• English Learners: 54.3%<br>• Socioeconomically Disadvantaged: 62.0%<br>• Students with Disabilities: 46.9%<br>• Hispanic: 61.4%<br>• White: 58.3% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 66.3%<br>• English Learners: 61.3%<br>• Socioeconomically Disadvantaged: 65.8%<br>• Students with Disabilities: 53.1%<br>• Hispanic: 64.8%<br>• White: 68.4% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 61.7%<br>• English Learners: 47.8%<br>• Socioeconomically Disadvantaged: 60.6%<br>• Students with Disabilities: 52.2%<br>• Hispanic: 60.1%<br>• White: 72.1% | 2023-24:<br>• All Students: 50.0%<br>• English Learners: 44.0%<br>• Socioeconomically Disadvantaged: 50.0%<br>• Students with Disabilities: 51.0%<br>• Hispanic: 50.0%<br>• White: 55.0% |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>41.9% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<br>• Level 4: 14% | 2021-22: (2022 Dashboard)<br>48.2% | 2022-23: (2023 Dashboard)<br>73.3% | 2022-23: (2023 Dashboard)<br>45.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>Level 3: 34%</li><li>Level 2: 37%</li><li>Level 1: 15%</li></ul> | | | |
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 6.1% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 14% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 13.02% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 23.13% | 2023-24: 15.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<ul><li>All Students: 16.47%</li><li>English Learners: 1.92%</li><li>Socioeconomically Disadvantaged: 16.54%</li><li>Students with Disabilities: 0.00%</li><li>Homeless: 17.65%</li><li>Hispanic: 14.58%</li></ul> | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<ul><li>All Students: 22.66%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 19.80%</li><li>Students with Disabilities: 8.33%</li><li>Hispanic: 22.03%</li></ul> | 2022-23:<ul><li>All Students: 29.63%</li><li>English Learners: 4.17%</li><li>Socioeconomically Disadvantaged: 28.42%</li><li>Students with Disabilities: 12.5%</li><li>Hispanic: 26.59%</li></ul> | 2022-23:<ul><li>All Students: 20.00%</li><li>English Learners: 10.00%</li><li>Socioeconomically Disadvantaged: 20.00%</li><li>Students with Disabilities: 10.00%</li><li>Homeless: 20.0%</li><li>Hispanic: 20.00%</li><li>White: 32.0%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | • White: 30.76% | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We provide courses, electives, programs, and services outlined in our charter petition, certain programs and services being dependent on student need and interest; our master schedule is designed to meet the needs of all students; we provide opportunities for online and dual enrollment; we offer Advanced Math and Computer Technology classes; and provide opportunities for students to create or demonstrate a STEAM focused project, experiment, model or demo. We are compliant with our teacher assignments; we offer standards-based instruction and our students have sufficient access to standards-aligned instructional materials; we do facility inspections periodically; we regularly review student performance data and progress towards targets with our staff and continue to provide additional supports and interventions to 2023-24 Local Control Accountability Plan for Magnolia Science Academy - Santa Ana Page 40 of 105 all students, including ELs, during the school day, after school hours, and on Saturday; we provide our ELs with designated and integrated EL instruction; and we offer AP and Advisory classes for college readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $2,907,325
Actual: $2,917,796
Explanation: The projected expenses are around $10k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant as it is less than 10% of the budgeted amount.

Goal 2 Action 2
Budgeted: $120,606
Actual: $129,046
Explanation: The projected expenses are around $9k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 2 is not significant as it is less than 10% of the budgeted amount.

Goal 2 Action 3

Budgeted: $669,622
Actual: $669,622
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation: N/A

Goal 2 Action 5
Budgeted: $938,178
Actual: $931,092
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We spent less on STEAM this year due to the fact we had overspent the previous year. To ensure that our actual met our budgeted we increased it.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and expected outcomes, metrics, and actions and services. We have updated our budget for the upcoming school year based on technology needs and input from all stakeholders. We will continue to provide all the actions/services for this goal with minor adjustments based on student and school needs. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP. We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2018-19: 77.8% | 2021 Dashboard CCI data is not available.<br><br>2021-22: (Projected as of 5/13/22) 34.2% | 2022 Dashboard CCI data is not available.<br><br>2022-23: (Projected as of 5/12/23) 79.3% | 2022-23: (2023 Dashboard) 72.4% | 2022-23: (2023 Dashboard) 70.0% |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19: 50.0% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of | 2021-22: 61.76%<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP- | 2022-23: 61.11%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 67.69% | 2022-23: 53.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 54.84%<br><br>IAB ELA Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 64.47% | ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 61.11%<br><br>IAB ELA Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 51.96% | | |
| Percentage of students in Grade 11 meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19: 55.56% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the | 2021-22: 29.41%<br><br>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 | 2022-23: 33.33%<br><br>IAB Math Level 3 and 4 Projection (1/22/24):<br>• Grade 11 Students: 57.14% | 2022-23: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<br>• Grade 11 Students: 30.30%<br><br>IAB Math Level 3 and 4 Projection (5/13/22):<br>• Grade 11 Students: 33.10% | CAASPP-Mathematics assessments.<br><br>Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC:<br>• Grade 11 Students: 44.44%<br><br>IAB Math Level 3 and 4 Projection (5/12/23):<br>• Grade 11 Students: 70.86% | | |
| Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2019-20: 47.8% | 2020-21: 47.1% | 2021-22: 66.7% | 2022-23: 56.0% | 2022-23: 45.0% |
| Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2019-20: 48.1% | 2020-21: 54.2% | 2021-22: 21.1% | 2022-23: 27.6% | 2022-23: 45.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of seniors who completed at least one semester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS) | 2020-21: (As of 5/16/21) 28.6% | 2021-22: (As of 5/13/22) 39.5% | 2021-22: (2022 Dashboard) 36.6%<br><br>2022-23: (As of 5/12/23) 51.7% | 2022-23: (As of 5/20/24) 57.1% | 2022-23: (2023 Dashboard) 40.0% |
| Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest) | 2019-20: 100% | 2020-21: 86.4%<br><br>2021-22: (As of 5/13/22) 71.1% | 2021-22: (CDE DataQuest) 86.5%<br><br>2022-23: (As of 5/12/23) 100% | 2022-23 (CDE DataQuest): 100.0% | 2022-23 (CDE DataQuest): 85.0% |
| Percentage of cohort graduates earning a Seal of Biliteracy (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 45.0% | 2021-22: (As of 5/13/22) 13.2% | 2021-22: (CDE DataQuest) 16.2%<br><br>2022-23: (As of 5/12/23) 24.1% | 2022-23 (CDE DataQuest): 20.7% | 2022-23 (CDE DataQuest): 30.0% |
| Percentage of cohort graduates earning a Golden State Seal Merit Diploma (Source: CDE DataQuest) | 2020-21: (As of 5/16/21) 40.0% | 2021-22: (As of 5/13/22) 23.7% | 2021-22: (CDE DataQuest) 21.6%<br><br>2022-23: (As of 5/12/23) 34.5% | 2022-23 (CDE DataQuest): 34.5% | 2022-23 (CDE DataQuest): 30.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of cohort graduates earning an Advanced or Honors MPS Diploma (Source: SIS) | 2020-21: (As of 5/16/21) 60.0% | 2021-22: (As of 5/13/22) 34.2% | 2022-23: (As of 5/12/23) 51.7% | 2023-24: (As of 5/20/24) 65.7% | 2023-24: 30.0% |
| Percentage of high school completers accepted to a 4-year or 2-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 65.0% | 2021-22: (As of 5/13/22) 79% | 2022-23: (As of 5/12/23) 90% | 2023-24: (As of 5/20/24) 94.0% | 2023-24: 80.0% |
| Percentage of high school completers accepted to a 4-year college (Source: Naviance) | 2020-21: (As of 5/16/21) 60.0% | 2021-22: (As of 5/13/22) 66% | 2022-23: (As of 5/12/23) 79% | 2023-24: (As of 5/20/24) 83.0% | 2023-24: 50.0% |
| College-Going Rate (Source: CDE DataQuest) | Class of 2018: 57.1% | Class of 2019 data is not available. | Class of 2019: 73.5%<br><br>Class of 2020: 63% | Class of 2021: 75.0% | Class of 2021: 60.0% |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 5% | 2021-22: (As of 5/13/22) 3% | 2022-23: (As of 5/12/23) 6% | 2023-24: (As of 5/20/24) 10% | 2023-24: 10% |
| Percentage of students in the current graduating class who have taken a | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 64% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 97% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 90% | 2021-22: (As of 5/13/22) 91% | 2022-23: (As of 5/12/23) 99% | 2023-24: (As of 5/20/24) 94% | 2023-24: 90% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This year our planned MAP, IAB, College Readiness, Courses and Assessments, AP courses, initial and summative ELPAC, as well as SBAC tests were all given in a timely manner. Our data tracking was housed Magnolia-wide, and shared with other school sites and Home Office to ensure that our students were tracked as well as given data conferences, and shared growth targets so that we can support all our learners. Data was shared on a bi-monthly basis with gen ed and/or departments. Discussions were held monthly in Dean of Academic and Principal meetings to showcase our student growth rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $114,352

Actual: $114,352
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 2
Budgeted: $636
Actual: $636
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 3
Budgeted: $284,626
Actual: $284,626
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 4
Budgeted: $384,847
Actual: $381,454
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 3 Action 5
Budgeted: $665,857
Actual: $738,586
Explanation: The projected expenses are around $73k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant compared to the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

MSASA ensured that we stayed near to closely around the planned monies, for example, we chose to go with a third party for the after school ASES program. We gave them a sum of money and did not have any extra unforeseen expenditures. We are under budget in this action by approximately $90,000. ELOP  and Prop 28 Arts and Music grant are being rolled over to next school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities such as Parent College. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations. The updated outcomes and actions/services can be found in the Goals, Actions, & Services section of the LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 4 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 3 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 4 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 36 | 2021-22: (As of 5/13/22) 4 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 42 | 2021-22: (As of 5/13/22) 35 | 2022-23: (As of 5/12/23) 50 | 2023-24: (As of 5/20/24) 50 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>8.7% | 2021-22: (As of 5/13/22)<br>19.8% | 2022-23: (As of 5/12/23)<br>27.6% | 2023-24: (As of 5/20/24)<br>28.9% | 2023-24:<br>20.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>97.61% | 2021-22: (P-2 ADA)<br>94.20% | 2022-23: (P-2 ADA)<br>94.15% | 2023-24: (P-2 ADA)<br>94.21% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>5.3% | 2021-22: (As of 5/13/22)<br>11.2% | 2021-22: (2022 Dashboard)<br>11.6%<br><br>2022-23: (As of 5/12/23)<br>17.0% | 2022-23: (2023 Dashboard)<br>16.8%<br><br>2023-24: (As of 5/31/24)<br>14.9% | 2022-23: (2023 Dashboard)<br>5.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0.0% | 2022-23: (As of 5/12/23)<br>0% | 2023-24: (As of 6/3/24)<br>7.1% | 2023-24:<br>0.0% |
| High School Dropout Rate (Source: CALPADS, CDE DataQuest) | 2019-20:<br>3.8% | 2020-21:<br>0.0% | 2021-22: (CDE DataQuest)<br>2.5%<br><br>2022-23: | 2022-23: (CDE DataQuest)<br>0.00% | 2022-23: (CDE DataQuest)<br>0.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 3.4% | 2023-24: (As of 6/3/24) 0.00% | |
| Graduation Rate (Source: CALPADS, CA School Dashboard) | 2019-20: (2020 Dashboard) 100.0% | 2020-21: (2021 Dashboard) 97.4% | 2021-22: (2022 Dashboard) 92.7% 2022-23: (As of 5/12/23) 100% | 2022-23: (2023 Dashboard) 97.2% | 2022-23: (2023 Dashboard) 100.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21) 0.0% | 2021-22: (As of 3/13/22) 1.9% | 2021-22: (2022 Dashboard) 2% 2022-23: (As of 5/12/23) 1.3% | 2022-23: (2023 Dashboard) 2.6% 2023-24: (As of 5/31/24) 3.4% | 2022-23: (2023 Dashboard) 0.0% |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 3/13/22) .19% | 2021-22: (CDE DataQuest) 0.19% 2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00% 2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 95.3% Families: 72.8% Staff: 100.0% | 2021-22: Students: 70% Families: 81.8% Staff: 100% | 2022-23: Students: 100% Families: 76.6% Staff: 100% | 2023-24: Students: 95.6% Families: 81.4% Staff: 100.0% | 2023-24: Students: 95.0% Families: 80.0% Staff: 100.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 76% Families: 96% Staff: 84% | 2021-22: Students: 70% Families: 94% Staff: 88% | 2022-23: Students: 73% Families: 94% Staff: 85% | 2023-24: Students: 70.0% Families: 95.0% Staff: 88.0% | 2023-24: Students: 75% Families: 95% Staff: 85% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 86% | 2021-22: (Spring 2021 to Fall 2021) 86% | 2022-23: (Spring 2022 to Fall 2022) 90% | 2023-24: (Spring 2023 to Fall 2023) 89.44% | 2023-24: (Spring 2023 to Fall 2023) 85% |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have held quarterly SSC, ELAC, and PTF meetings; hosted parent activities/events; provided parents with access to our SIS; visited our students at their homes; encouraged and supported student attendance; provided support to ensure timely high school graduation; implemented alternatives to suspension/expulsion, including restorative practices; acknowledged and encouraged positive student behavior and improvements; and administered school experience surveys to our students, parents, and staff.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation: N/A

Goal 4 Action 2
Budgeted: $321,343
Actual: $321,343
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 3

Budgeted: $464,510
Actual: $468,510
Explanation: The projected expenses are around $4k more than the budgeted amount. However, the discrepancy for this action Goal 4 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 4 Action 4
Budgeted: $2,650
Actual: $2,650
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

Goal 4 Action 5
Budgeted: $440,871
Actual: $437,179
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

The actions/services have been effective as measured by progress towards our annual measurable outcomes. The expulsion rate has continued to increase though we still maintain using alternatives to suspensions as much as possible. Additionally our ADA has maintained at 95%. Lastly, our graduation rate continues to be 100% for our freshmen cohort. MSASA has no significant increased expenditures. For example, this goal pertained to educational partners, seeking family input, PBIS and SEL support, annual stakeholder surveys, and community partnerships.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

We will maintain our goal and the majority of our expected outcomes, metrics, and actions and services. We have updated our annual measurable outcomes for school experience survey average approval rates. Based on input from all stakeholders, we will continue to hold events that promote parental participation as well as parent training activities. We will focus on acknowledging positive student behavior and restorative practices. We will continue to offer PD to our teachers on classroom management and student engagement procedures to help create an atmosphere of trust, respect, and high expectations.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at* [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov)*.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy - Santa Ana | Steven Keskinturk & Maria Czerner-Rowell Site Director/Secondary Principal & Elementary Principal | skeskinturk@magnoliapublicschools.org & mrowell@magnoliapublicschools.org (714) 479-0115 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS)
The Magnolia Educational & Research Foundation dba Magnolia Public Schools (MPS) is a 501(c)(3) non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. MPS' vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of our society. MPS' educational approach is based on the conviction that science, technology, engineering, and math (STEM) education is essential in improving our modern society's knowledge base and adaptability to the fast pace of ever-changing technological advancements. MPS operates 10 charter school sites throughout California with an increasing trend of academic success, organizational, and financial stability.

Magnolia Science Academy Santa Ana (MSA-SA)
Magnolia Science Academy-Santa Ana (MSA-SA) is the home of the PIRATES! MSA-SA is authorized and monitored by the State Board of Education. MSA-SA is a public charter school for grades TK–12 with a mission to provide a college preparatory educational program emphasizing STEAM education in a safe environment that cultivates respect for self and others. MSA-SA offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong core knowledge presented in ways that are relevant and inspiring for our students. Tutoring, morning intervention, after-school program, Saturday Academy, and school-to-university partnerships (e.g. dual enrollment partnerships with local community colleges) supplement classroom instruction at MSA-SA. MSA-SA creates a supportive and caring environment with small class sizes and strong student-parent-teacher communication, and improves students' knowledge and skills in core subjects, thereby increasing their 21st century skills as well as their chances of success in higher education and beyond. MSA SA provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society, and therefore, fulfill the intent of the California Charter Schools Act.

In the 2023-24 academic year, Magnolia Science Academy-Santa Ana continued its seventh school year in our new campus at 2840 West 1st Street, Santa Ana. The new facility was funded by the State of California Prop 1D funding. The new building has 34 classrooms with state of the art science and computer labs, library and learning centers. Phase II construction is completed and includes a gym, playgrounds and an outside cafeteria to serve several functions. MSA-SA has adopted McGraw-Hill digital and in print curriculum across all four core subjects (Math, History, Science, and English). We have a 1:1 technology to student ratio and all classrooms with state of the art technology.

In March 2019, The State Board of Education(SBE) renewed Magnolia Science Academy-Santa Ana for 5 years.

Magnolia Science Academy Santa Ana
Address: 2840 W 1st. Santa Ana, CA, 92307
Phone: 714-479-0115
Email: skeskinturk@magnoliapublicschools.org

Our Mission
Magnolia Public Schools provides a college preparatory educational program emphasizing science, technology, engineering, and math (STEAM) in a safe environment that cultivates respect for self and others.

Our Vision
Graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

According to the Fall 2023 California accountability dashboard data some successes include our graduation rate has gone up to  100% graduation rate, our MAP scores and SBAC scores, along with the CAST scores, have continued to increase - this is a testament to our teachers and their hard work and dedication to their students.  Our SBAC scores in ELA have increased over 3 points to 46.91% met and exceeded. In math, we have increased by 5 5 points to 39.78% met and exceeded.  Additionally, we have many embedded Positive Behavior Interventions and Supports (PBIS) in our school system to ensure that our Tier I interventions are effective and create a positive, safe and enriching school environment. We attribute our high graduation rate to high parental involvement through Parent College, our Parent Advisory Committee (PAC), Parent Task Force, English Learner Advisory Committee (ELAC) and after-school workshops. During the Parent College events, parents and students receive education pertaining to the A-G requirements, which are aligned to our graduation requirements and for 4-year colleges. All students have a four-year plan and meet once a year with our college counselor. MSA-SA continues to have a high acceptance rate to four-year universities. Our seniors gain admission to a variety of colleges across the nation (e.g. UC Berkeley, UCLA, UCI, USC, CSUF, etc.). This year was a year in which we developed targeted intervention groups both academically and behaviorally appropriate to address the specific needs of our students.

We continued to use internal data to measure growth throughout the year (NWEA MAPs and SBAC IABs). The effectiveness of intervention programs during school and after school has increased this year. Our Deans of Academics work diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Staff utilizes our student data/ growth to drive the instruction as well as formulate intervention grouping. Lastly, reviewing our staff, parent, and student surveys through Panorama allows for an open dialogue among all educational partners so that our action plans continue to allow us to reach our greatest potential and foster a community of lifelong learners.

At MSASA, some of our successes for the 2023-24 school year include:

Teachers used IAB data and MAP data to inform their instruction
Increased College related events and communications
Provided high number of AP courses (9)
Continued Dual Enrollment Program with Santa Ana College
Continued to hold data driven meetings with teachers
Improving student engagement and assignment completion by implementing PBIS.
College Counselor conducted Individual meetings to increase college readiness.
Increase efficiency of small group interventions with stronger before and after school programs and Saturday School

Every year we conduct a Educational Partner Survey - here is a summary of what our stakeholders "like the most about our school"

Students: Students in Elementary like their teachers and all the STEAM-related activities that take place in their school. Students in Secondary also like their teachers and their college culture services. The students enjoy their AP. courses and  they like the small class sizes, and the friends that they've made!

Family: Similar to our students, our families like the teachers and the college readiness program that we offer to students. The parents also like the "family feel" environment and the student information system that facilitates communication. Additionally, the parents like having a K-12 school model in order to drop off all of their school-aged students in one location.

Staff: The staff enjoys working with each other and the family feel. Staff feels that their colleagues are professional, supportive; collaborative and that everyone genuinely wants to improve the school.

CHALLENGES

According to the Dashboard date, a major difference is that our suspension rate has increased and socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our focus area, specifically for third through eighth-grade students. Intervention groups were formed at the beginning of the year using the SBAC Spring 2022 results and our internal MAP data. Our students took our internal MAP assessment (NWEA) in the fall. Our Spring MAP assessment was administered at the end of May to measure growth.

Such targeted intervention groups include intervention for our SPED students (Tier III), our Power English/Math course for Tier II students, our SSR Math/Writing group for Tier II students, and our Designated and Integrated ELD courses which are additional supports for the English Learner student population. Our elementary intervention grouping is based on the Spring SBAC and Fall MAP scores (this year we introduced standardized assessments as early as first grade). We grouped our ELA and Math interventions in the afternoon. After school, focusing on our Tier II students, students at the CAASPP standards nearly met and not met, and our Tier III students who are struggling in English Language Arts and Mathematics. These interventions are revisited quarterly, and changes are made depending on student progress. Students are identified for the SSPT process based on intervention and classroom assessment, and progress.

Our students are coming from different curriculum backgrounds. Our goal is to close this performance gap to ensure they're ready and successful for the next grade level.

We continue to provide social-emotional support for our students. This year we partnered with the OCDE, and secured SEL curriculum for TK-12th grade. Our MTSS grant still allows us to partner with Western Youth Services so that our families can have access to free/affordable counseling and Help Me Grow for elementary students. We have also partnered with Care Solace this year to give students and families access to mental health services.

We conducted our annual panorama surveys and reflected on our educational partners' greatest areas of need and this is how they answered for "what do you like least about your school?"

Students:  The Elementary student want a more traditional play-setting and swings.  The Secondary students strongly dislike the crowded hallways, and the restrictions to bathroom usage.

Families: Our parents have concerns about our limited parking space.

Staff: Our staff indicated that student uniform policy and discipline procedures/consequences haven't been enforced as much as needed.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | We invited our parents for the WASC renewal process, in which they engaged in numerous, robust conversations regarding the LCAP. We also, on a quarterly basis, discussed our ELAC and school site related items that also relate to the LCAP. Every Friday during our Coffee with the Principals our parents continue to collaborate in rich conversations around out LCAP. |
| Students | We invited our students for the WASC renewal process, in which they engaged in numerous, robust conversations regarding the LCAP along with the parents and teachers. Our students are also part of the Community Advisory Committee, and they were also part of the LCAP goal conversations - the students know that every goal we have impacts their success. |
| Teachers | Teachers are involved in all aspects of our LCAP since we meet on a weekly basis during our staff meetings. On a monthly basis, our teachers meet in grade level and department meetings, where they deep dive into the LCAP goals. The teachers are also part of the WASC committee and were very involved in that whole process, |
| School administrators | The school site administration team collaborates on a daily basis to ensure that all decisions are based on and aligned with our LCAP goals. |
| Other school personnel | We invite and ensure all educational partners, including our front office staff, custodial staff, and support, also have voice during our WASC committees as well as the CAC committee. They are also involved in our weekly staff meetings. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| SELPA | We ensure that our SPED team has a voice and collaborates on our LCAP goals. We also inform our El Dorado SELPA with our decision making, as we are inclusive to all. |

**A description of how the adopted LCAP was influenced by the feedback provided by educational partners.**

Annually, our LCAP is directly influenced by the feedback of our educational partners. This is done through our weekly Coffee With the Principal, in addition to our WASC, CAC, ELAC, and any town hall meetings that may arise based upon the direct feedback by all educational partners. At the end of every year, our educational partners participate in our Panorama survey, and it is the results of this survey that will directly drive and influence change, next steps, and directly impact our LCAP.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22: 90.6% | | | 2024-25: > 85% | |
| 1.2 | Percentage of students without access to their | 2023-24: 0% | | | 2026-27: 0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 75% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 95.0% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay.<br><br>The following expenditures will be funded by federal Title funds: N/A | $38,425.00 | No |
| **1.2** | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $888,374.78 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. <br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. <br><br>The following expenditures will be funded by federal Title funds:<br>• Non personnel Federal Resource 4035 Title II 5940 Technology $963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management | $596,530.40 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school.<br><br>Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **1.4** | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs.<br><br>Expenditures associated with this action include the following: student meals, water, and refreshments.<br><br>The following expenditures will be funded by federal Title funds: N/A | $52,677.03 | Yes |
| **1.5** | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $1,277,548.35 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services paid with Title I: $21,140 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 70% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 86% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 43.68%</li><li>English Learners: 4.84%</li><li>Socioeconomically Disadvantaged: 39.66%</li></ul> | | | 2025-26: <ul><li>All Students: >= 46.00%</li><li>English Learners: >= 5.00%</li><li>Socioeconomically</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 24.45%<br>• Asian: *<br>• Hispanic: 41.42%<br>• White: 57.9% | | | Disadvantaged: >= 42.00%<br>• Students with Disabilities: >= 25.00%<br>• Hispanic: >= 44.00%<br>• White: >= 55.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 14.6 points below standard<br>• English Learners: 56.2 points below standard<br>• Socioeconomically Disadvantaged: 23.4 points below standard<br>• Students with Disabilities: 75.7 points below standard<br>• Asian: * | | | 2025-26: (2026 Dashboard)<br>• All Students: 5.0 points below standard<br>• English Learners: 47.0 points below standard<br>• Socioeconomically Disadvantaged: 14.0 points below standard<br>• Students with | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Hispanic: 21.2 points below standard<br>• White: 71.9 points above standard | | | Disabilities: 66.0 points below standard<br>• Hispanic: 12.0 points below standard<br>• White: 72.0 points above standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 57.4%<br>• English Learners: 63.2%<br>• Socioeconomically Disadvantaged: 56.6%<br>• Students with Disabilities: 52.9%<br>• Hispanic: 56.3%<br>• White: 62.8% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.89 (CGP: 81st percentile)<br>• English Learners: CGI: 1.84 (CGP: 97th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.92 (CGP: 82nd percentile)<br>• Students with Disabilities: CGI: 0.44 (CGP: 67th percentile)<br>• Hispanic: CGI: 0.78 (CGP: 78th percentile)<br>• White: CGI: 1.91 (CGP: 97th percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 50th percentile )<br>• White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 34.77%<br>• English Learners: 7.94%<br>• Socioeconomic ally Disadvantaged : 30.77%<br>• Students with Disabilities: 19.56%<br>• Asian: *<br>• Hispanic: 31.12%<br>• White: 52.64% | | | 2025-26:<br>• All Students: >= 37.00%<br>• English Learners: >= 10.00%<br>• Socioecon omically Disadvant aged: >= 34.00%<br>• Students with Disabilitie s: >= 20.00%<br>• Hispanic: >= 35.00%<br>• White: >= 50.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP- | 2022-23: (2023 Dashboard) | | | 2025-26: (2026 Dashboard) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | <ul><li>All Students: 39.9 points below standard</li><li>English Learners: 74.7 points below standard</li><li>Socioeconomically Disadvantaged: 48.9 points below standard</li><li>Students with Disabilities: 88.3 points below standard</li><li>Asian: *</li><li>Hispanic: 50.0 points below standard</li><li>White: 45.4 points above standard</li></ul> | | | <ul><li>All Students: 30.0 points below standard</li><li>English Learners: 65.0 points below standard</li><li>Socioeconomically Disadvantaged: 39.0 points below standard</li><li>Students with Disabilities: 79.0 points below standard</li><li>Hispanic: 36.0 points below standard</li><li>White: 46.0 points above standard</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 61.7%<br>• English Learners: 47.8%<br>• Socioeconomically Disadvantaged: 60.6%<br>• Students with Disabilities: 52.2%<br>• Hispanic: 60.1%<br>• White: 72.1% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.93 (CGP: 82nd percentile)<br>• English Learners: CGI: 0.37 (CGP: 64th percentile)<br>• Socioeconomically Disadvantaged | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | : CGI: 0.93 (CGP: 82nd percentile)<br>• Students with Disabilities: CGI: 0.19 (CGP: 58th percentile)<br>• Hispanic: CGI: 0.77 (CGP: 78th percentile)<br>• White: CGI: 1.84 (CGP: 97th percentile) | | | percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• Hispanic: CGI >= 0 (CGP >= 50th percentile)<br>• White: CGI >= 0 (CGP >= 50th percentile) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance | 2022-23: (2023 Dashboard) 73.3% | | | 2025-26: (2026 Dashboard) >= 50.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | | | | | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 22.6% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23:<br>• All Students: 29.63%<br>• English Learners: 4.17%<br>• Socioeconomically Disadvantaged: 28.42%<br>• Students with Disabilities: 12.5%<br>• Hispanic: 26.59% | | | 2025-26:<br>• All Students: >= 31.00%<br>• English Learners: >= 5.00%<br>• Socioeconomically Disadvantaged: >= 30.00%<br>• Students with Disabilities: >= 15.00%<br>• Hispanic: >= 29.00%<br>• White: * | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. | $2,845,887.83 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.2** | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other $27,295 | $93,801.06 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.)<br><br>Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.)<br><br>The following expenditures will be funded by federal Title funds:<br>&bull; Non personnel 4127 Title IV, Part A 4340 Educational Software $3,353.84<br>&bull; Non personnel 3010 Title I 4340 Educational Software $53,718.37<br>&bull; Personnel 3010 Title I: Teacher Salaries and Benefits: $143,757.78 | $665,499.37 | Yes |
| **2.4** | Designated and integrated ELD | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | programs and support for ELs | ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each | $999,743.50 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 10% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 97% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 94% | | | 2026-27: >= 80% | |
| 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 72.4% | | | 2025-26: (2026 Dashboard) >= 55.0% | |
| 3.5 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 61.11% | | | 2025-26: >= 55.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.6 | Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest) | 2022-23: 33.33% | | | 2025-26: >= 35.00% | |
| 3.7 | Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board) | 2022-23: 56.0% | | | 2025-26: >= 55.0% | |
| 3.8 | Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board) | 2022-23: 27.6% | | | 2025-26: >= 55.0% | |
| 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 27.6% | | | 2025-26: (2026 Dashboard) >= 35.0% | |
| 3.10 | Percentage of cohort graduates who have successfully completed | 2022-23 (CDE DataQuest): 100.0% | | | 2025-26: (2026 Dashboard) >= 90.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) | | | | | |
| 3.11 | Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.12 | Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 0.00% | | | 2025-26: (2026 Dashboard) >= 10.0% | |
| 3.13 | Percentage of cohort graduates who have earned a Seal of | 2022-23 (CDE DataQuest): 20.7% | | | 2025-26: (CDE DataQuest) >= 20.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Biliteracy (Source: CDE DataQuest, CALPADS) | | | | | |
| 3.14 | Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) | 2022-23 (CDE DataQuest): 34.5% | | | 2025-26: (CDE DataQuest) >= 30.0% | |
| 3.15 | Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS) | 2023-24: 65.7% | | | 2026-27: >= 50.0% | |
| 3.16 | Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance) | 2023-24: 94% | | | 2026-27: >= 90% | |
| 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | 2023-24: 83% | | | 2026-27: >= 60% | |
| 3.18 | College-Going Rate (Source: CDE DataQuest) | Class of 2021: 75.0% | | | Class of 2024: >= 60% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.<br><br>Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $118,000.69 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4340 Educational Software Resource: 4127 Title IV, Part A $636 | $636.00 | Yes |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School | $292,985.58 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• 4340 Educational Software Resource: 4127 Title IV, Part A $3,587.04 | | |
| 3.4 | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health | $328,280.37 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software Resource: 4127 Title IV, Part A $424<br>• Certified Pupil Support Salary and Benefits: $9,693.51 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1,016,305.68 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24: 7 | | | 2026-27: >= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24: 4 | | | 2026-27: >= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 50 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 28.9% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 94.21% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 16.8% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 7.1% | | | 2026-27: <= 2.0% | |
| 4.8 | High School Dropout Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 2.0% | |
| 4.9 | Graduation Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 97.2% | | | 2025-26: (2026 Dashboard) >= 95.0% | |
| 4.10 | Student Suspension Rate (Source: CA | 2022-23: (2023 Dashboard) 2.6% | | | 2025-26: (2026 Dashboard) <= 2.5% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | School Dashboard, CALPADS) | | | | | |
| 4.11 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.12 | School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 95.6% Families: 81.4% Staff: 100.0% | | | 2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0% | |
| 4.13 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24: Students: 70.0% Families: 95.0% Staff: 88.0% | | | 2026-27: Students: >= 65% Families: >= 95% Staff: >= 80% | |
| 4.14 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, | 2023-24: Students: 82% Families: 96% Staff: 96% | | | 2026-27: Students: >= 75% Families: >= 95% Staff: >= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | | | | | |
| 4.15 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023) 89.44% | | | 2026-27: (Spring 2026 to Fall 2026) >= 85% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $275.00 | Yes |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators | $335,430.28 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• 5800 Professional Services Resource: Title 1: $26,500<br>• 3500 Unemployment Insurance Resource: Title 1: $30<br>• 3300 OASDI/Medicare Resource: Title 1: $87<br>• 3100 STRS Resource: Title 1: $1,146<br>• 1100 Teacher Salaries: Resource Title 1: $6,000 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds: | $497,600.53 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | <ul><li>4340 Educational Software: Resource: Title IV, Part A: $6,169.2</li><li>4310 Instructional Materials and Supplies Resource Title 1: $13,250</li><li>4345 Non Instructional Student Supplies Resource Title III - Imm. I: $1,599.54</li></ul> | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<ul><li>Non-personnel - Professional Services paid with Title I: $2,650</li></ul> | $2,650.00 | Yes |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify | $538,312.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,953,088 | $139,345 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 26.096% | 5.333% | $256,905.03 | 31.429% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*
For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br><br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

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| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| 2.2 | **Action:** <br> Professional development for high-quality instruction <br><br> **Need:** <br> The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners. <br><br> **Scope:** <br> LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2: <br> • Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) <br> • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br> • Percentage of students who have met or exceeded |

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| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

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| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

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| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| **2.3** | **Action:**<br>MTSS - Academic enrichment, intervention, and student support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

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| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br>  LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading</li></ul> |

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| | | | assessment from fall to spring (Source: NWEA MAP) <br><br> • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) <br><br> • Percentage of students who have met or exceeded standard on the CAASPP- Mathematics assessments (Source: CDE DataQuest) <br><br> • Distance from Standard (DFS) on the CAASPP- Mathematics assessments (Source: CA |

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| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

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| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction.<br><br>**Scope:**<br>  LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | • Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring |

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| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

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| | | | <ul><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)</li><li>Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)</li><li>Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI</li></ul> |

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| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic | Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or |

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| | | studies. Unduplicated students will receive improved services through our Naviance program and increased support with AP exam fees, AP course materials, and other college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3. | higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have |

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| | | | successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and |

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| | | | frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college |

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| | | | (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest) |
| **3.2** | **Action:**<br>STEM and GATE programs<br><br>**Need:**<br>Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula.<br><br>**Scope:**<br>LEA-wide | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Techn ology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students who have created or demonstrated a STEAM focused |

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| | | through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| 3.3 | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow-income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way. | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and | Goal 3:<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

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| | **Scope:**<br>　LEA-wide | model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | |
| 3.4 | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically.<br><br>**Scope:** | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall |

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| | LEA-wide | students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.5 | **Action:** Additional programs and activities that support well-rounded education<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the |

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| | solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br>  LEA-wide | addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2, increases in CCI prepared rate, AP passing rate, A-G rate, diploma seals, college acceptance, and college-going rates as identified in our LCAP metrics in Goal 3, as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | CCI (Source: CA School Dashboard)<br>• Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)<br>• Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)<br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br>• Percentage of cohort graduates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | | who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br>• Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| 4.1 | **Action:**<br>Seeking family input for decision-making | Considering the needs of our unduplicated students and their families, Charter School will | Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for | • Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.2** | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:**<br>Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student | Local Indicator Priority 3)<br><br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.3** | **Action:** MTSS - PBIS and SEL support **Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive | Goal 2: <br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) <br><br>Goal 4: <br>• Average Daily Attendance (ADA) Rate (Source: SIS) <br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and |   School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  | enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement are so we can continue to provide our students with the best quality education. | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>    LEA-wide | coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 3:<br>• Percentage of students in the current year |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)<br><br>• Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)<br><br>• Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br>• Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)<br><br>• Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)<br><br>• Percentage of high school completers who have been |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | accepted to a 4-year college (Source: Naviance)<br>• College-Going Rate (Source: CDE DataQuest)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| --- | --- | --- | --- |
| | | | Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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2024-25 Local Control and Accountability Plan for Magnolia Science Academy - Santa Ana

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA Santa Ana will utilize the concentration grant add-on funds ($139,345) in the following manner:

MSA Santa Ana is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $7,484,380 | $1,953,088 | 26.096% | 5.333% | 31.429% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $6,609,162.62 | $3,315,748.00 | $88,077.40 | $575,975.93 | $10,588,963.95 | $6,808,464.69 | $3,780,499.26 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $38,425.00 | $38,425.00 | | | | $38,425.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $0.00 | $888,374.78 | $837,411.24 | $50,000.00 | | $963.54 | $888,374.78 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $107,794.40 | $488,736.00 | $571,770.08 | $24,760.32 | | | $596,530.40 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $27,057.03 | $25,620.00 | $52,677.03 | | | | $52,677.03 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $1,277,548.35 | $997,705.81 | $258,702.54 | $21,140.00 | | $1,277,548.35 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $2,762,887.83 | $83,000.00 | $2,223,017.74 | $622,870.09 | | | $2,845,887.83 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $29,052.00 | $64,749.06 | $21,214.06 | $45,292.00 | | $27,295.00 | $93,801.06 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $586,353.98 | $79,145.39 | $340,166.08 | $36,315.00 | | $289,018.29 | $665,499.37 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $818,667.24 | $181,076.26 | $11,037.20 | $924,058.22 | | $64,648.08 | $999,743.50 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $118,000.69 | $0.00 | | $118,000.69 | | | $118,000.69 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $636.00 | | | | $636.00 | $636.00 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $289,398.54 | $3,587.04 | $289,398.54 | | | $3,587.04 | $292,985.58 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $247,198.97 | $81,081.40 | $261,885.46 | | $56,277.40 | $10,117.51 | $328,280.37 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $660,188.50 | $356,117.18 | $217,478.53 | $767,027.15 | $31,800.00 | | $1,016,305.68 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $283,127.76 | $52,302.52 | $280,938.92 | $20,728.36 | | $33,763.00 | $335,430.28 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $433,829.25 | $63,771.28 | $401,539.37 | $75,042.42 | | $21,018.74 | $497,600.53 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,650.00 | | | | $2,650.00 | $2,650.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $444,908.50 | $93,404.00 | $64,222.56 | $372,951.21 | | $101,138.73 | $538,312.50 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|---|
| $7,484,380 | $1,953,088 | 26.096% | 5.333% | 31.429% | $1,929,795.55 | 0.000% | 25.784 % | **Total:** | | $1,929,795.55 |
| | | | | | | | | **LEA-wide Total:** | | $1,929,795.55 |
| | | | | | | | | **Limited Total:** | | $0.00 |
| | | | | | | | | **Schoolwide Total:** | | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $52,677.03 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $21,214.06 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $340,166.08 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $0.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $289,398.54 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $261,885.46 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $217,478.53 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $280,938.92 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $401,539.37 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $64,222.56 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $11,124,128.00 | $11,205,596.40 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $38,425 | $38,425.00 |
| 1 | 1.2 | Instructional materials and technology | No | $1,175,620 | $1,175,619.78 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $659,547 | $659,546.62 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $44,446 | $44,445.50 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $1,890,663 | $1,890,663.20 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $2,907,326 | $2,917,796.67 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $120,606 | $129,046.06 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $669,622 | $669,622.24 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | |
| 2 | 2.5 | Support for students with disabilities | No | $938,179 | $931,092.31 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | $114,352 | $114,352.25 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $636 | $636.00 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $284,626 | $284,626.40 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $384,847 | $381,454.71 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $665,857 | $738,586.81 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $321,344 | $321,343.56 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $464,510 | $468,510.07 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,650 | $2,650.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $440,872 | $437,179.22 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $2,045,193 | $2,049,529.88 | $1,788,287.97 | $261,241.91 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $25,620.00 | $44,445.50 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $12,774.06 | $21,214.06 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $457,815.19 | $253,240.01 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | $114,352.24 | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | | | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $281,039.36 | $281,039.36 | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $293,294.43 | $279,968.46 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $366,376.84 | $178,555.75 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $228,725.97 | $243,310.26 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $330,179.12 | $297,162.33 | | |

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| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,650.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $51,054.91 | $75,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $4,816,981 | $2,045,193 | 0.000% | 42.458% | $1,788,287.97 | 0.000% | 37.125% | $256,905.03 | 5.333% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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2024-25 Local Control and Accountability Plan for Magnolia Science Academy - Santa Ana

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

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- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

- o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

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- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- ○ **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- ○ **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - ○ **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - ○ **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Magnolia Science Academy San Diego

CDS Code: 37-68338-0109157

School Year: 2024-25

LEA contact information:

Gokhan Serce

Regional Director and Principal

gserce@magnoliapublicschools.org

(619) 644-1300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

Total LCFF funds
$4,612,673
68 %

All federal funds,
$536,465 , 8%

All other state funds,
$1,538,327 , 22%

All local funds,
$117,000 , 2%

All Other LCFF funds,
$4,293,175 , 63%

LCFF supplemental & concentration grants,
$319,498 , 5%

This chart shows the total general purpose revenue Magnolia Science Academy San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Magnolia Science Academy San Diego is $6,804,465, of which $4,612,673 is Local Control Funding Formula (LCFF), $1,538,327 is other state funds, $117,000 is local funds, and $536,465 is federal funds. Of the $4,612,673 in LCFF Funds, $319,498 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP



Total Budgeted General Fund Expenditures, $6,686,420

Total Budgeted Expenditures in the LCAP $6,686,420

This chart provides a quick summary of how much Magnolia Science Academy San Diego plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Magnolia Science Academy San Diego plans to spend $6,686,420.45 for the 2024-25 school year. Of that amount, $6,686,420.45 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Magnolia Science Academy San Diego is projecting it will receive $319,498 based on the enrollment of foster youth, English learner, and low-income students. Magnolia Science Academy San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Magnolia Science Academy San Diego plans to spend $990,425.31 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $806,290

□ Actual Expenditures for High Needs Students in LCAP — $869,584

(Axis: $0, $200,000, $400,000, $600,000, $800,000, $1,000,000)

This chart compares what Magnolia Science Academy San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Magnolia Science Academy San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Magnolia Science Academy San Diego's LCAP budgeted $806,290.42 for planned actions to increase or improve services for high needs students. Magnolia Science Academy San Diego actually spent $869,584.28 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy San Diego | Gokhan Serce<br>Regional Director and Principal | gserce@magnoliapublicschools.org<br>(619) 644-1300 |

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **1** | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive basic services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1) | 2020-21:<br>0 | 2021-22:<br>0 | 2022-23:<br>0 | 2023-24:<br>0 | 2023-24:<br>0 |
| Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | 2020-21:<br>0% | 2021-22:<br>0% | 2022-23:<br>0% | 2023-24:<br>0% | 2023-24:<br>0% |
| Number of identified instances where facilities do not meet the "good repair" | 2020-21:<br>0 | 2021-22:<br>0 | 2022-23:<br>0 | 2023-24:<br>0 | 2022-23:<br>0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | | | | | |
| Teacher retention rate (Source: HRIS) | 2020-21: (Spring 2020 to Fall 2020) 85% | 2021-22: (Spring 2021 to Fall 2021) 94% | 2022-23: (Fall 2021 to Fall 2022) 68%<br><br>This metric has been updated to measure from fall to fall. | 2023-24: (Fall 2022 to Fall 2023) 75% | 2023-24: (Fall 2022 to Fall 2023) 85% |
| Teacher attendance rate (Source: HRIS) | 2020-21: (As of 3/25/21) 99.3% | 2021-22: (As of 5/12/22) 95% | 2022-23: (As of 5/12/23) 97.8% | 2023-24: (As of 12/15/23) 97.9% | 2023-24: 97.0% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1: Action 1: We provided BTSA and Mentor support for 3 teachers and helped teachers get their EL Authorizations. Also supporting an administrator with tuition reimbursement to help them get their admin credential.

Goal 1: Action 2: We provided instructional materials and technology for our students and staff as planned. This year we were able to get new Interactive TV's for each classroom and also got new laptops for teachers.

Goal 1: Action 3: As planned we provided resources to make sure that our school community have a clean and safe facilities that support learning

Goal 1: Action 4: We continued to have a meal server to make sure that free breakfast and lunch is provided smoothly for all interested students.

Goal 1: Action 5: Support from home office is received as planned.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

Goal 1 Action 1
Budgeted: $25,970
Actual: $35,970
Explanation: The difference is due to the additional tuition reimbursement and mentor support.

Goal 1 Action 2
Budgeted: $462,339
Actual: $462,339
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 3
Budgeted: $1,098,341
Actual: $1,188,916
Explanation: The projected expenses are  line with the planned initiatives, with no significant deviations. The difference in the projected expenses are due to additional repair/maintenance costs.

Goal 1 Action 4
Budgeted: $59,376
Actual: $54,526
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 1 Action 5
Budgeted: $583,763
Actual: $584,627
Explanation: The projected expenses are around $1k more than the budgeted amount. However, the discrepancy for this action Goal 1 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1: Action 1: All steps of action 1 were effective.

Goal 1: Action 2: All steps of action 2 were effective.

Goal 1: Action 3: All steps of action 3 were effective.

Goal 1: Action 4: All steps of action 4 were effective.

Goal 1: Action 5: All steps of action 5 were effective.

All actions in goal 1 were effective and helped us meet our goal 1.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 1 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 1 Action 5 we would like to keep the goal and actions the same for the future year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|--------|-------------|
| **2** | EXCELLENCE: All students will have equitable access to a high-quality core curricular and instructional program and make academic progress on the California Content Standards. Students will pursue academic excellence and be college/career ready. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |
| Percentage of programs and services outlined in the charter petition, including a broad course of study, that are developed and provided to students, certain programs and services being dependent on student need and interest (Source: Local Indicator Priority 7, SIS) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have sufficient access to all programs and services developed and provided to unduplicated students and to individuals with | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| exceptional needs (Source: Local Indicator Priority 7, SIS) | | | | | |
| Percentage of state standards implementation for all students (Source: Local Indicator Priority 2) | 2020-21: 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of completion of the formal and informal classroom observations by the school administration based on one formal and four informal observations per teacher per year (Source: TeachBoost) | 2020-21: (As of 5/7/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 84% | 2023-24: (As of 5/24/24) 100% | 2023-24: 100% |
| Percentage of students who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives (Source: SIS) | 2020-21: (First semester) 75% | 2021-22: (First semester) 90% | 2022-23: (First semester) 86% | 2023-24: (First semester) 91% | 2023-24: 80% |
| Average Lexile Growth (L) from fall to spring (Source: myON) | 2020-21: (As of 5/7/21) 30.0 | 2021-22: (As of 5/13/22) N/A (MyOn was not used) | This metric will be retired. We are exploring the "Average Grade Level | This metric has been retired. We are exploring the "Average Grade Level | 2023-24: 60.0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline will be established in 2023-24. | Equivalent Growth from fall to spring" as our new metric based on myON reading assessments. Baseline is being established in 2023-24. | |
| Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 69.31%<br>• English Learners: 40.00%<br>• Socioeconomically Disadvantaged: 54.13%<br>• Students with Disabilities: 28.07%<br>• Two or More Races: 63.79%<br>• African American: 40.00%<br>• Asian: 76.93%<br>• Hispanic: 69.60%<br>• White: 73.17% | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-ELA/Literacy assessments.<br><br>Spring 2022 MAP Reading - Proficiency Projection for 2021-22 SBAC: | 2021-22:<br>• All Students: 62.97%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 53.60%<br>• Students with Disabilities: 26.25%<br>• Asian: 87.18%<br>• African American: 42.86%<br>• Hispanic: 49.65%<br>• White: 72.8%<br>• 2 or more races: 61.54%<br><br>We have used the Measures of | 2022-23:<br>• All Students: 63.01%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 52.03%<br>• Students with Disabilities: 33.33%<br>• Asian: 64.1%<br>• Hispanic: 50.68%<br>• White: 73.95%<br>• Two or More Races: 75.00%<br>• African American: 43.33%<br><br>IAB ELA Level 3 and 4 Projection (1/22/24): | 2022-23:<br>• All Students: 71%<br>• English Learners: 46%<br>• Socioeconomically Disadvantaged: 57%<br>• Students with Disabilities: 32%<br>• Two or More Races: 65%<br>• African American: 46%<br>• Asian: 78%<br>• Hispanic: 71%<br>• White: 75% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | <ul><li>All Students: 70.05%</li><li>English Learners: 16.67%</li><li>Students with Disabilities: 36.00%</li><li>Hispanic: 57.86%</li><li>White: 75.71%</li></ul> IAB ELA Level 3 and 4 Projection (5/13/22): <ul><li>All Students: 67.25%</li></ul> | Academic Progress (MAP)-Reading assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-ELA/Literacy assessments.<br><br>Spring 2023 MAP Reading - Proficiency Projection for 2022-23 SBAC: <ul><li>All Students: 67.33%</li><li>English Learners: 20.69%</li><li>Students with Disabilities: 44.74%</li><li>Hispanic: 58.70%</li><li>White: 78.42%</li></ul> IAB ELA Level 3 and 4 Projection (5/12/23): <ul><li>All Students: 68.73%</li></ul> | <ul><li>All Students: 64.44%</li></ul> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2018-19: (2019 Dashboard)<br>• All Students: 41.0 points above standard<br>• English Learners: 8.3 points above standard<br>• Socioeconomically Disadvantaged: 8.6 points above standard<br>• Students with Disabilities: 53.9 points below standard<br>• Two or More Races: 38.1 points above standard<br>• African American: 21.3 points below standard<br>• Asian: 93.2 points above standard<br>• Hispanic: 34.0 points | CAASPP-ELA/Literacy assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available.<br><br>We have used the Measures of Academic Progress (MAP)-Reading assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 63.0%<br>• English Learners: 51.9%<br>• Students with Disabilities: 63.8%<br>• Hispanic: 62.7%<br>• White: 63.6% | 2021-22: (2022 Dashboard)<br>• All Students: 34.6 points above standard<br>• English Learners: 17.9 points below standard<br>• Socioeconomically Disadvantaged: 6.8 points above standard<br>• Students with Disabilities: 50.6 points below standard<br>• African American: 0.1 points above standard<br>• Hispanic: 5.7 points above standard<br>• White: 50.5 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 27.2 points above standard<br>• English Learners: 44.4 points below standard<br>• Socioeconomically Disadvantaged: 1.3 points below standard<br>• Students with Disabilities: 39.1 points below standard<br>• Two or More Race: 33.0 points above standard<br>• African American: 15.8 points below standard<br>• Asian: 41.9 points above standard | 2022-23: (2023 Dashboard)<br>• All Students: 43.0 points above standard<br>• English Learners: 10.0 points above standard<br>• Socioeconomically Disadvantaged: 10.0 points above standard<br>• Students with Disabilities: 47.0 points below standard<br>• Two or More Races: 40.0 points above standard<br>• African American: 15.0 points below standard<br>• Asian: 94.0 points above standard<br>• Hispanic: 36.0 points |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | above standard<br>• White: 46.7 points above standard | | | • Hispanic: 4.1 points above standard<br>• White: 48.3 points above standard | above standard<br>• White: 48.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2020-21:<br>• All Students: 47.3%<br>• English Learners: 38.5%<br>• Socioeconomically Disadvantaged: 47.1%<br>• Students with Disabilities: 31.7%<br>• African American: *<br>• Asian: 55.0%<br>• Hispanic: 50.6%<br>• White: 44.3% | Fall 2021 to Spring 2022 MAP Reading - Percent Met Growth Projection:<br>• All Students: 63.0%<br>• English Learners: 51.9%<br>• Socioeconomically Disadvantaged: 63.2%<br>• Students with Disabilities: 63.8%<br>• Asian: 51.1%<br>• Hispanic: 62.7%<br>• White: 63.6% | Fall 2022 to Spring 2023 MAP Reading - Percent Met Growth Projection:<br>• All Students: 54.6%<br>• English Learners: 59.3%<br>• Socioeconomically Disadvantaged: 53.7%<br>• Students with Disabilities: 50.7%<br>• Asian: 55.6%<br>• Hispanic: 55.0%<br>• White: 58.1% | Fall 2023 to Spring 2024 MAP Reading - Percent Met Growth Projection:<br>• All Students: 55.7%<br>• English Learners: 43.8%<br>• Socioeconomically Disadvantaged: 54.6%<br>• Students with Disabilities: 53.4%<br>• Hispanic: 62.0%<br>• White: 56.6% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 60.0%<br>• Socioeconomically Disadvantaged: 65.0%<br>• Students with Disabilities: 55.0%<br>• African American: 65.0%<br>• Asian: 65.0%<br>• Hispanic: 65.0%<br>• White: 65.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 60.62%<br>• English Learners: 26.67% | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 49.87%<br>• English Learners: 0.00% | 2022-23:<br>• All Students: 54.65%<br>• English Learners: 5.88% | 2022-23:<br>• All Students: 62.00%<br>• English Learners: 30.00% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | <ul><li>Socioeconomically Disadvantaged: 41.29%</li><li>Students with Disabilities: 22.81%</li><li>Two or More Races: 56.90%</li><li>African American: 30.00%</li><li>Asian: 84.61%</li><li>Hispanic: 54.40%</li><li>White: 67.68%</li></ul> | We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2021-22 CAASPP-Mathematics assessments.<br><br>Spring 2022 MAP Mathematics - Proficiency Projection for 2021-22 SBAC:<ul><li>All Students: 48.47%</li><li>English Learners: 10.34%</li><li>Students with Disabilities: 16.44%</li><li>Hispanic: 33.09%</li><li>White: 56.12%</li></ul>IAB Math Level 3 and 4 Projection (5/13/22): | <ul><li>Socioeconomically Disadvantaged: 36.60%</li><li>Students with Disabilities: 23.75%</li><li>Asian: 84.61%</li><li>African American: 28.58%</li><li>Hispanic: 37.06%</li><li>White: 54.41%</li><li>2 or more races: 53.85%</li></ul>We have used the Measures of Academic Progress (MAP)-Mathematics assessment and the Smarter Balanced Interim Assessments (IAB) to project the percentage of students meeting or exceeding standard on the 2022-23 CAASPP-Mathematics assessments. | <ul><li>Socioeconomically Disadvantaged: 41.22%</li><li>Students with Disabilities: 34.67%</li><li>Two or More Races: 60.41%</li><li>African American: 26.66%</li><li>Asian: 71.8%</li><li>Hispanic: 40.45%</li><li>White: 67.6%</li></ul>IAB Math Level 3 and 4 Projection (1/22/24):<ul><li>All Students: 80.30%</li></ul> | <ul><li>Socioeconomically Disadvantaged: 45.00%</li><li>Students with Disabilities: 27.00%</li><li>Two or More Races: 59.0%</li><li>African American: 36.0%</li><li>Asian: 86.00%</li><li>Hispanic: 57.00%</li><li>White: 69.00%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | • All Students: 68.79% | Spring 2023 MAP Mathematics - Proficiency Projection for 2022-23 SBAC: <br>• All Students: 53.66% <br>• English Learners: 13.79% <br>• Students with Disabilities: 34.67% <br>• Hispanic: 40.28% <br>• White: 64.08% <br><br>IAB MATH Level 3 and 4 Projection (5/12/23): <br>• All Students: 75.30% | | |
| Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) <br>• All Students: 21.8 points above standard <br>• English Learners: 21.4 points below standard <br>• Socioeconom ically | CAASPP-Mathematics assessments were waived during the 2019-20 and 2020-21 school years. Hence, the 2021 Dashboard data is not available. <br><br>We have used the Measures of Academic Progress (MAP)-Mathematics | 2021-22: (2022 Dashboard) <br>• All Students: 1.7 points above standard <br>• English Learners: 56.4 points below standard <br>• Socioeconom ically | 2022-23: (2023 Dashboard) <br>• All Students: 8.5 points above standard <br>• English Learners: 60.2 points below standard <br>• Socioeconom ically | 2022-23: (2023 Dashboard) <br>• All Students: 23.0 points above standard <br>• English Learners: 15.0 points below standard <br>• Socioeconom ically |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Disadvantaged: 18.5 points below standard<br>• Students with Disabilities: 74.7 points below standard<br>• Two or More Races: 16.9 points above standard<br>• African American: 37.8 points below standard<br>• Asian: 65.6 points above standard<br>• Hispanic: 8.7 points above standard<br>• White: 32.0 points above standard | assessment to measure the percentage of students meeting their growth projections from Fall 2021 to Spring 2022.<br><br>Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 64.8%<br>• English Learners: 53.8%<br>• Students with Disabilities: 48.6%<br>• Hispanic: 62.9%<br>• White: 65.9% | Disadvantaged: 31.6 points below standard<br>• Students with Disabilities: 74.7 points below standard<br>• African American: 42.2 points below standard<br>• Hispanic: 39.5 points below standard<br>• White: 10.4 points above standard | Disadvantaged: 27.0 points below standard<br>• Students with Disabilities: 56.5 points below standard<br>• Two or More Races: 14 points above standard<br>• African American: 41.7 points below standard<br>• Asian: 34.5 points above standard<br>• Hispanic: 22.8 points below standard<br>• White: 35.9 points above standard | Disadvantaged: 12.0 points below standard<br>• Students with Disabilities: 66.0 points below standard<br>• Two or More Races: 19.0 points above standard<br>• African American: 30.0 points below standard<br>• Asian: 66.0 points above standard<br>• Hispanic: 10.0 points above standard<br>• White: 33.0 points above standard |
| Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall | 2020-21:<br>• All Students: 47.0%<br>• English Learners: 48.1% | Fall 2021 to Spring 2022 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 64.8% | Fall 2022 to Spring 2023 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 59.9% | Fall 2023 to Spring 2024 MAP Mathematics - Percent Met Growth Projection:<br>• All Students: 67.3% | 2023-24:<br>• All Students: 65.0%<br>• English Learners: 65.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| to spring (Source: NWEA MAP) | <ul><li>Socioeconomically Disadvantaged: 41.4%</li><li>Students with Disabilities: 42.2%</li><li>African American: *</li><li>Asian: 37.5%</li><li>Hispanic: 46.3%</li><li>White: 48.5%</li></ul> | <ul><li>English Learners: 53.8%</li><li>Socioeconomically Disadvantaged: 62.6%</li><li>Students with Disabilities: 48.6%</li><li>Asian: 71.1%</li><li>Hispanic: 62.9%</li><li>White: 65.9%</li></ul> | <ul><li>English Learners: 46.2%</li><li>Socioeconomically Disadvantaged: 58.7%</li><li>Students with Disabilities: 47.2%</li><li>Asian: 59.1%</li><li>Hispanic: 54.5%</li><li>White: 64.4%</li></ul> | <ul><li>English Learners: 70.6%</li><li>Socioeconomically Disadvantaged: 65.2%</li><li>Students with Disabilities: 67.1%</li><li>Hispanic: 58.3%</li><li>White: 73.2%</li></ul> | <ul><li>Socioeconomically Disadvantaged: 65.0%</li><li>Students with Disabilities: 65.0%</li><li>African American: 65.0%</li><li>Asian: 65.0%</li><li>Hispanic: 65.0%</li><li>White: 65.0%</li></ul> |
| Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2018-19: (2019 Dashboard) 53.3% | 2021 Dashboard ELPI data is not available. The following are the 2022 summative ELPAC results by level.<br><br>2022 ELPAC Percentage of Students at Each Performance Level:<ul><li>Level 4: 29.03%</li><li>Level 3: 38.71%</li><li>Level 2: 19.35%</li><li>Level 1: 12.90%</li></ul> | 2021-22: (2022 Dashboard) 69.0% | 2022-23: (2023 Dashboard) 73.1% | 2022-23: (2023 Dashboard) 55.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2020-21: 33.3% | 2021-22 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4 who are reclassified as RFEP: 26% | 2022-23 RFEP data is not available. The following is the 2022 summative ELPAC percentage for the Level 4 performance level.<br><br>2022 ELPAC Percentage of Students Level 4: 29.03% | 2023-24 RFEP data is not available. The following is the 2023 summative ELPAC percentage for the Level 4 performance level.<br><br>2023 ELPAC Percentage of Students Level 4: 34.62% | 2023-24: 30.0% |
| Percentage of students meeting or exceeding standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2018-19:<br>• All Students: 55.74%<br>• Socioeconomically Disadvantaged: 48.48%<br>• Students with Disabilities: 20.00%<br>• Homeless: 55.74%<br>• Hispanic: 51.35%<br>• White: 58.18% | CAST assessments were waived during the 2019-20 and 2020-21 school years. | 2021-22:<br>• All Students: 53.38%<br>• English Learners: 0<br>• Socioeconomically Disadvantaged: 41.51%<br>• Students with Disabilities: 26.09%<br>• Hispanic: 38.46% | 2022-23:<br>• All Students: 52.52%<br>• English Learners: 0.00%<br>• Socioeconomically Disadvantaged: 44.23%<br>• Students with Disabilities: 24.19%<br>• Two or More Races: 46.16%<br>• African American: *<br>• Asian: 63.63% | 2022-23:<br>• All Students: 57.00%<br>• Socioeconomically Disadvantaged: 50.00%<br>• Students with Disabilities: 22.00%<br>• Homeless: 57.0%<br>• Hispanic: 54.00%<br>• White: 60.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | • Hispanic: 46.42%<br>• White: 58.70% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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Goal 2:

Action 1: Broad Course of Study and Standards-Based Curriculum
We implemented a comprehensive course of study aligned with state standards to ensure all students receive a high-quality, standards-based education.

Action 2: Professional Development for High-Quality Instruction
We conducted professional development sessions aimed at enhancing instructional quality, as planned, to ensure our educators are equipped with the latest teaching strategies and methodologies.

Action 3: Academic Enrichment, Intervention, and Student Support
We offered various academic enrichment programs, targeted interventions, and student support services as planned to address the diverse learning needs of our students.

Action 4: Designated and Integrated ELD Programs
We provided both designated and integrated English Language Development (ELD) programs, ensuring our English learners receive the necessary language support as planned.

Action 5: Support for Students with Disabilities
We delivered comprehensive support for students with disabilities, adhering to our planned programs and services to meet their unique educational needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 Action 1
Budgeted: $1,556,496
Actual: $1,534,977
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 2
Budgeted:$29,642
Actual: $39,342
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives. The only additions were the new professional developments and travel due to Community Schools Planning Grant.

Goal 2 Action 3
Budgeted: $303,752
Actual:$309,882
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 2 Action 4
Budgeted: $0
Actual: $0
Explanation:

Goal 2 Action 5
Budgeted: $967,152
Actual:$973,702
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2: Action 1: All steps of action 1 were effective.

Goal 2: Action 2: All steps of action 2 were effective.

Goal 2: Action 3: All steps of action 3 were effective.

Goal 2: Action 4: All steps of action 4 were effective.

Goal 2: Action 5: All steps of action 5 were effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 2 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 2 Action 5 we would like to keep the goal and actions the same for the future year.

All actions in goal 2 were effective and helped us meet our goal 2.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|---|---|
| 3 | INNOVATION: All students will have access to a well-rounded education that supports their readiness for college and the global world. Each student will become an independent, innovative scholar by practicing creativity in learning and using technology in transformative ways. |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 27% | 2021-22: (As of 5/13/22) 23% | 2022-23: (As of 5/12/23) 23% | 2023-24: (As of 5/20/24) 22% | 2023-24: 20% |
| Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2020-21: (As of 4/16/21) 100% | 2021-22: (As of 5/13/22) 100% | 2022-23: (As of 5/12/23) 100% | 2023-24: (As of 5/20/24) 100% | 2023-24: 100% |
| Percentage of students who have | 2020-21: (As of 4/16/21) | 2021-22: (As of 5/13/22) | 2022-23: (As of 5/12/23) | 2023-24: (As of 5/20/24) | 2023-24: 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 100% | 100% | 100% | 100% | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3:

Action 1: College and Career Week Event - University Showcase
We successfully hosted our College and Career Week event, the University Showcase. Nearly 20 guest speakers participated, including representatives from colleges, the navy, various occupational and trade school programs, and businesses. Students also presented on different career pathways.

Action 2: Participation in STEAM Activities
Our students engaged in numerous STEAM activities, including the San Diego STEAM Expo, Sa Diego Festival of Science and Engineering.

Action 3: Digital Literacy and Citizenship Programs
We provided digital literacy and citizenship programs, utilizing primarily free resources to educate our students on responsible and effective technology use. Also we added financial literacy as a Saturday School and Summer class for our students.

Action 4: Access to Physical Education and Fitness Resources
We ensured that our students had access to resources for physical education, physical activities, and fitness, promoting a healthy and active lifestyle.

Action 5: Additional Programs for a Well-Rounded Education
We continued to offer additional programs and activities that support a well-rounded education. These efforts resulted in our students and school receiving numerous awards and recognitions including but not limited to California Distinguished School Recognition.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 3 Action 2
Budgeted: $1
Actual: $1.06
Explanation:

Goal 3 Action 3
Budgeted: $848
Actual: $848
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 3 Action 4
Budgeted: $223,024
Actual: $225,074
Explanation: The projected expenses are around $2k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 4 is not significant as it is less than 10% of the budgeted amount.

Goal 3 Action 5
Budgeted: $390,777
Actual: $402,991
Explanation: The projected expenses are around $12k more than the budgeted amount. However, the discrepancy for this action Goal 3 Action 5 is not significant as it is less than 10% of the budgeted amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3: Action 1: All steps of action 1 were effective.

Goal 3: Action 2: All steps of action 2 were effective.

Goal 3: Action 3: All steps of action 3 were effective.

Goal 3: Action 4: All steps of action 4 were effective.

Goal 3: Action 5: All steps of action 5 were effective.

All actions in goal 3 were effective and helped us meet our goal 3.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Goal 3 Action 1 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 2 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 3 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 4 we would like to keep the goal and actions the same for the future year.

For Goal 3 Action 5 we would like to keep the goal and actions the same for the future year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# *Goals and Actions*

## *Goal*

| Goal # | Description |
|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will have access to meaningful engagement opportunities that help cultivate leadership, advocacy, and collaboration in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. |

## *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Number of School Site Council (SSC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 1 | 2021-22: (As of 5/13/22) 3 | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | This metric is not applicable because SSC has been replaced with PAC. See the new metric for the number of PAC meetings. | 2023-24: 4 |
| Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 2 | 2021-22: (As of 5/13/22) 2 | 2022-23: (As of 5/12/23) 3 | 2023-24: (As of 5/20/24) 0 | 2023-24: 4 |
| Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2020-21: (As of 5/16/21) 28 | 2021-22: (As of 5/13/22) 17 | 2022-23: (As of 5/12/23) 4 | 2023-24: (As of 5/20/24) 7 | 2023-24: 8 |
| Number of activities/events for parent involvement per year (Source: | 2020-21: (As of 5/16/21) 19 | 2021-22: (As of 5/13/22) 12 | 2022-23: (As of 5/12/23) 20 | 2023-24: (As of 5/20/24) 25 | 2023-24: 5 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local Indicator Priority 3) | | | | | |
| Number of progress reports sent to parents per year (Source: Local Indicator Priority 3) | 2020-21:<br>4 | 2021-22:<br>4 | 2022-23:<br>4 | 2023-24: (As of 6/14/24)<br>4 | 2023-24:<br>4 |
| Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2020-21: (As of 4/16/21)<br>5.1% | 2021-22: (As of 5/13/22)<br>8% | 2022-23: (As of 5/12/23)<br>13.1% | 2023-24: (As of 5/20/24)<br>2.9% | 2023-24:<br>15.0% |
| Average Daily Attendance (ADA) Rate (Source: SIS) | 2020-21: (P-2 ADA)<br>98.22% | 2021-22: (P-2 ADA)<br>93% | 2022-23: (P-2 ADA)<br>92.80% | 2023-24: (P-2 ADA)<br>93.98% | 2023-24:<br>97.00% |
| Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2020-21: (As of 4/7/21)<br>3.4% | 2021-22: (As of 5/13/22)<br>23.4% | 2021-22: (2022 Dashboard)<br>24.7%<br><br>2022-23: (As of 5/12/23)<br>24.6% | 2022-23: (2023 Dashboard)<br>21.6%<br><br>2023-24: (As of 5/31/24)<br>18.5% | 2022-23: (2023 Dashboard)<br>6.0% |
| Middle School Dropout Rate (Source: CALPADS) | 2020-21: (As of 4/16/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>0% | 2022-23: (As of 5/12/23)<br>0% | 2023-24: (As of 6/3/24)<br>0.00% | 2023-24:<br>0.0% |
| Student Suspension Rate (Source: CALPADS, CA School Dashboard) | 2020-21: (As of 4/9/21)<br>0.0% | 2021-22: (As of 5/13/22)<br>3% | 2021-22: (2022 Dashboard)<br>3.4% | 2022-23: (2023 Dashboard)<br>2.5% | 2022-23: (2023 Dashboard)<br>1.0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 2022-23: (As of 5/12/23) 2.2% | 2023-24: (As of 5/31/24) 2.2% | |
| Student Expulsion Rate (Source: CALPADS, CDE DataQuest) | 2020-21: (As of 4/9/21) 0.00% | 2021-22: (As of 5/13/22) 0.00% | 2021-22: (CDE DataQuest) 0.23%<br><br>2022-23: (As of 5/12/23) 0.00% | 2022-23: (CDE DataQuest) 0.00%<br><br>2023-24: (As of 5/31/24) 0.00% | 2022-23: (CDE DataQuest) 0.00% |
| School experience survey participation rates (Source: Panorama Education) | 2020-21: Students: 94.7% Families: 67.9% Staff: 100.0% | 2021-22: Students: 92.8% Families: 71.1% Staff: 100% | 2022-23: Students: 95.7% Families: 66.6% Staff: 96.9% | 2023-24: Students: 94.1% Families: 65.0% Staff: 100.0% | 2023-24: Students: 90.0% Families: 67.0% Staff: 90.0% |
| School experience survey average approval rates (Source: Panorama Education) | 2020-21: Students: 76% Families: 97% Staff: 95% | 2021-22: Students:66% Families: 96% Staff: 95% | 2022-23: Students: 67% Families: 95% Staff: 86% | 2023-24: Students: 68.0% Families: 96.0% Staff: 88.0% | 2023-24: Students: 74% Families: 85% Staff: 85% |
| Student retention rate (Source: SIS) | 2020-21: (Spring 2020 to Fall 2020) 85% | 2021-22: (Spring 2021 to Fall 2021) 87.46% | 2022-23: (Spring 2022 to Fall 2022) 91% | 2023-24: (Spring 2023 to Fall 2023) 88.57% | 2023-24: (Spring 2023 to Fall 2023) 85% |

# *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4:

Action 1: Family Participation in Decision-Making
We continued to provide opportunities for families to be part of the decision-making process. Although we did not hold ELAC meetings due to the limited number of EL students, we successfully engaged EL parents and students through other parent and educational partner meetings. The only measurable outcome that we have not met is the Home visit goal. Although this is an area that we want to increase to go back to our historical 15% goal, we offered many on site opportunities for parents to engage with the teachers and staff such as Student Led Conferences, parent workshops, school community events ,etc...

Action 2: Hosting School Events In-Person
We hosted all school events in person, providing opportunities for families to participate as planned, ensuring active engagement and community involvement.

Action 3: PBIS and SEL Support and Resources
We provided Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) resources and support as planned, fostering a positive school climate and student well-being.

Action 4: Educational Partner Surveys
All our educational partners participated in the educational partner survey. We met our participation goal and shared the survey outcomes with our educational partners and the community.

Action 5: Establishing Partnerships
We continued to establish community, business, institutional, and civic partnerships that invest in and support the vision and goals of the school

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 Action 1
Budgeted: $0
Actual: $0
Explanation:

Goal 4 Action 2
Budgeted: $196,187
Actual: $196,187
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 3
Budgeted: $255,541
Actual: $264,666
Explanation: The projected expenses are around $11k more than the budgeted amount. However, the discrepancy for this action Goal 4 Action 3 is not significant as it is less than 10% of the budgeted amount.

Goal 4 Action 4
Budgeted: $2,120
Actual: $2,120
Explanation: The projected expenses are within the budgeted amount, and all actions taken were in line with the planned initiatives, with no significant deviations

Goal 4 Action 5
Budgeted: $124,074
Actual: $138,574
Explanation: The projected expenses are around $14k more than the budgeted amount. However, the discrepancy for this action Goal 2 Action 1 is not significant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4: Action 1: All steps of action 1 were effective.

Goal 4: Action 2: All steps of action 2 were effective.

Goal 4: Action 3: All steps of action 3 were effective.

Goal 4: Action 4: All steps of action 4 were effective.

Goal 4: Action 5: All steps of action 5 were effective.

All actions in goal 4 were effective and helped us meet our goal 4.

| A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. |
|---|
| For Goal 4 Action 1 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 2 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 3 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 4 we would like to keep the goal and actions the same for the future year.<br><br>For Goal 4 Action 5 we would like to keep the goal and actions the same for the future year. |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Goals and Actions*

### *Goal*

| Goal # | Description |
|--------|-------------|
| 5 | |

### *Measuring and Reporting Results*

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| | | | | | |

## *Goal Analysis*

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

| |
|---|
| |

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

| |
|---|
| |

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

| |
|---|
| |

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

| |
|---|
| |

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## *Instructions*

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

# Goals and Actions

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Magnolia Science Academy San Diego | Gokhan Serce<br>Regional Director and Principal | gserce@magnoliapublicschools.org<br>(619) 644-1300 |

# Plan Summary [2024-25]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Magnolia Science Academy San Diego (MSA-San Diego) is an independent public charter school located in the Allied Gardens community. MSA-San Diego serves around 450 students in grades 6–8, with class sizes averaging 30 or fewer students. The school was founded in the fall of 2005 by a group of scientists and engineers devoted to math, science, and technology education. Magnolia's mission is to provide a high-quality college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

MSA-San Diego is recognized as a California Distinguished School in both 2021 and 2024, reflecting its commitment to excellence in education. Additionally, the school has been awarded the California PBIS Platinum Award, highlighting its effective implementation of Positive Behavioral Interventions and Supports.

MSA-San Diego offers a challenging academic curriculum, a highly qualified staff, and a variety of learning opportunities such as enrichment classes, athletics programs, free tutoring, after-school clubs, character education classes, field trips, community meetings, and more. We provide a comprehensive learning experience designed to meet the needs of our students through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring.

Classroom instruction at MSA-San Diego is supplemented by tutoring and after-school programs. Starting in the 2013–14 school year, MSA-San Diego transitioned to a 1:1 program with computers in every classroom. Since then, MSA-San Diego's Robotics, SeaPerch, and Archery teams, as well as the School Band, have won first place in multiple state and local competitions.

MSA-San Diego is a member of the Magnolia Public Schools family and collaborates with sister schools and other educational organizations to offer the best quality education to our students.

Magnolia Science Academy San Diego
Address: 6525 Estrella Ave., San Diego, CA, 92120

Phone: 619-644-1300
Email: gserce@magnoliapublicschools.org

MISSION
Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

VISION
Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

INNOVATION
Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest, and career plans support students' college and career readiness. Students experience hands-on learning through robotics, computer science, and arts to promote imagination, creativity, and invention.

CONNECTION
School communities are integrated partnerships among the school site staff, families, students, and all other stakeholders. Connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internships, promote unity and better decision making through the implementation of restorative justice practices.

EXCELLENCE
Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing.

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

SUCCESSES

Recognition and Awards:

California Distinguished School: Recognized by the CDE in 2021 and again in 2024.
Platinum CA PBIS Status: Achieved the highest recognition.
FIA Rating: Received the highest rating (3 out of 3) for Behavior/SE Support.

State Testing Performance: MSA-San Diego's overall performance in the latest California School Dashboard is green in Math and ELA.

Staff and Student Survey Results:

81% Student Favorable Rate in KelvinEd Survey for Safety & Connection and Resources for Coping.
94% Staff Favorable Rate in KelvinEd Survey for Safety & Connection.
100% Staff Favorable Rate in KelvinEd for prioritizing a sense of belonging.
95% Staff Favorable Rate in KelvinEd for a collaborative work culture.

Academic and Extracurricular Programs:

Financial Literacy classes offered to students.
High participation in ANA Survey with 91% parent favorable rate on providing a variety of high-quality programs after school.
SBAC Continued Growth: Significant growth for Students with Disabilities (SWD) in Math & ELA.
33% RFEP rate for English Learners (ELs).
AMC 8 Math Competition: Bronze Medalist.
MSA-San Diego outperformed all charter middle schools in San Diego and all middle schools in the Navajo community.

Community and Parent Engagement:

10 parent workshops on SEL and character education.
Monthly community meetings.
High participation in student-led parent-teacher conferences.
Hosted 14 presenters at the College and Career Day and 6 schools represented at the High School Fair.
Established a student leadership committee, MSA Wizards Council.
Initiated the process of establishing a Community Hub.
Hosted a Community Resource Fair with 10 organizations.
Significant increase in parent participation for school events.

Professional Development:

Implementation of Restorative Practices to improve school culture.
Professional developments for staff and teacher leaders.
MTSS training for all admin team and teacher leaders through multiple PDs with Anthony Ceja and Earnie Mendes.

Student Opportunities and Achievements:

Field trips to the library, Junior Achievement Center, USS Midway.
High participation in Khan Night with the Math Department.
MSA-San Diego's Seaperch underwater robotics team won multiple trophies at the regional competition.

Vex Robotics team won 2nd place in the MPS STEAM Expo.
Archery team won the San Diego and State championship; boys team placed 2nd in Nationals at the Olympic Archery in Middle Schools competitions.
Participation in the San Diego Festival of Science and Engineering with over 80 students, attracting over 5,000 visitors to Magnolia booths.
Hosted, organized, or participated in over 25 school and community events throughout the school year.
Hosted daily Live Donuts in The Morning announcements via YouTube to bring the community together during advisory class.

Community School Planning Grant:

Enabled hosting more community events and adding a community hub.
Facilitated more field trip experiences for students.


CHALLENGES

Academic Achievement:

Improve academic performance in Math for students with disabilities on the CAASPP.
Enhance ELA proficiency and growth on SBAC for English Learners (ELs).

Teacher Recruitment and Retention:

Address the challenge of recruiting and retaining highly qualified teachers.

Intervention Programs:

Continually refine intervention programs to close the achievement gap for all student groups.
Establish a stronger and more structured tier two system for interventions.

Student Voice and Feedback:

Improve the meeting cycles between the Wizard Council and school leadership to gather student feedback more frequently.

Chronic Absenteeism:

Address the high rate of chronic absenteeism among African American students, which has made MSA-San Diego eligible for ATSI.

Support for English Learners:

Based on dashboard data, ELs are the lowest performing group, indicated by orange color in both Math and ELA. Although the reclassification rate is high, there is a need to enhance support for ELs.

Parent and Community Engagement:

Increase engagement and autonomy of the Parent Advisory Committee (PAC).
Serve more families through the resource fair.
Boost participation in parent workshops.
Formalize a systemic approach to implementing the Community Schools Model.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | At MSA-San Diego, we understand that active parent engagement is crucial for student success and school improvement. Our approach to engaging parents is multi-faceted and inclusive, ensuring that their voices are heard and their feedback is valued. Here's how we engage parents in the development process of the Local Control and Accountability Plan (LCAP):<br><br>Regular Meetings<br>We hold eight Parent Task Force (PTF) meetings annually to discuss various school matters, gather input, and involve parents in decision-making processes. Additionally, we conduct seven Parent Advisory Council (PAC) meetings throughout the year, specifically focusing on the LCAP and school improvement plans. These meetings provide a platform for parents to share their insights and collaborate on school initiatives.<br><br>Surveys<br>To gather comprehensive feedback, we conduct parent surveys that include questions about their experiences and perceptions of the school. These surveys cover topics such as safety, school connectedness, culture, and climate. The high participation rate in these surveys provides valuable insights that inform our school improvement strategies and LCAP development. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | **Home Visits**<br>Our staff has conducted over 10 in-person and virtual home visits to engage parents directly in their homes. These visits offer an opportunity to discuss their child's progress, gather feedback, and address any concerns they may have. This personalized approach ensures that we understand the unique needs of each family and incorporate their input into the LCAP.<br><br>**School Events and Activities**<br>We organize at least 25 parent activities and workshops throughout the year, covering a range of topics including social-emotional learning (SEL), character education, and academic support. Additionally, we host a Community Resource Fair to connect parents with various community organizations and resources, further supporting their involvement and engagement.<br><br>**Communication Channels**<br>Regular newsletters and updates are sent to parents to keep them informed about school events, important dates, and ongoing initiatives. We also use various digital platforms, including email, social media, and our school website, to communicate with parents and gather their feedback. These channels ensure that parents are always up-to-date and can easily share their thoughts and concerns.<br><br>**Advisory Roles**<br>Parents on the PTF and PAC also serve as our parent advisory committee for the LCAP. This involvement ensures that parent feedback is directly integrated into the development and review of the LCAP. By having parents in these advisory roles, we ensure that their perspectives are considered in our planning process, leading to more effective and inclusive school policies.<br><br>By engaging parents through these multiple channels, MSA-San Diego fosters a collaborative environment where parents feel valued and involved in their child's education. This comprehensive approach ensures that we receive diverse perspectives and maintain strong partnerships with our parent community, ultimately enhancing the educational experience for all students. |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  |  |
| Students | At MSA-San Diego, student involvement in the development of the Local Control and Accountability Plan (LCAP) is a fundamental priority. We believe that incorporating student perspectives is essential for creating a supportive and effective learning environment. Our comprehensive approach ensures that students' voices are heard and their feedback is integrated into our planning process. Here's how we engage students in the LCAP development process:<br><br>Student Leadership and Voice<br>The MSA Wizards Council, our student leadership committee, is central to our LCAP development efforts. This council meets regularly with school leadership to discuss various aspects of the school's performance and gather input on LCAP priorities. We are committed to improving the frequency and structure of these meetings to ensure that student feedback is continuously gathered and addressed.<br><br>Surveys<br>We conduct comprehensive student experience surveys that include specific questions about safety, school connectedness, culture, and climate. The insights from these surveys are crucial for identifying areas of improvement and setting priorities for the LCAP. The high participation rate in these surveys ensures that we capture a wide range of student perspectives.<br><br>Direct Communication<br>Classroom discussions and advisory sessions provide regular platforms for students to express their thoughts and suggestions regarding school improvement. Teachers facilitate these sessions to ensure that all students have the opportunity to contribute their ideas. Additionally, our daily "Live Donuts in the Morning" YouTube announcements keep students informed about LCAP-related activities and gather their feedback on ongoing initiatives.<br><br>Student-Led Events and Activities |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | Student-led events, such as the High School Fair and parent-teacher conferences, offer opportunities for students to showcase their achievements and provide feedback on school programs and initiatives. These events also serve as forums for students to discuss their needs and expectations directly with school staff and administrators.<br><br>Recognition and Incentives<br>Our Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, recognizes students for positive behavior and adherence to The WIZARD Way. This system encourages students to engage in discussions about school improvement and provides a framework for rewarding constructive feedback and suggestions.<br><br>Integration of Feedback<br>Feedback gathered from the Wizards Council, student surveys, and classroom discussions is systematically reviewed and integrated into the LCAP. This ensures that student perspectives are considered in our planning process, leading to a more inclusive and effective LCAP.<br><br>By actively involving students in the LCAP development process, MSA-San Diego ensures that their voices are heard and their needs are met. This comprehensive approach not only enhances the learning experience but also fosters a sense of ownership and responsibility among students, contributing to a positive and inclusive school culture. |
| Teachers and staff | At MSA-San Diego, engaging teachers and staff in the development of the Local Control and Accountability Plan (LCAP) is essential for creating a supportive and effective learning environment. Our approach ensures that their expertise and insights are integral to our school improvement strategies. Here's how we engage teachers and staff in the LCAP development process:<br><br>Regular Meetings and Professional Development<br>We conduct weekly staff meetings to provide continuous opportunities for teachers and staff to discuss school matters, share their insights, |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | and contribute to the decision-making process. These meetings serve as a platform for open dialogue, allowing staff to voice their opinions on school policies and practices.<br><br>In addition, we provide extensive professional development sessions focused on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions are not only aimed at enhancing staff skills but also at gathering feedback on the implementation and effectiveness of these programs, which is then integrated into the LCAP.<br><br>Surveys<br>Comprehensive surveys are conducted to gather feedback from teachers and staff on various aspects of the school environment, including safety, connectedness, culture, and climate. These surveys provide valuable data that informs our school improvement strategies and LCAP priorities. The high participation rate in these surveys ensures that a wide range of perspectives is considered.<br><br>Direct Communication and Advisory Roles<br>Teachers and staff have direct communication channels with school leadership through regular check-ins, staff meetings, and advisory roles. Key staff members are involved in advisory committees that contribute to the development and review of the LCAP. Their feedback is crucial for understanding the on-ground realities and for making informed decisions. Additionally, staff and teachers are represented in the Parent Advisory Council (PAC), ensuring that their perspectives are included in the LCAP discussions and development.<br><br>Recognition and Incentives<br>We use the Positive Behavioral Interventions and Supports (PBIS) platform, Kickboard, to recognize staff who demonstrate outstanding commitment to The WIZARD Way. This system encourages staff to engage in school improvement discussions and provides a framework for acknowledging their contributions to the LCAP development process.<br><br>Collaborative Work Culture |

| Educational Partner(s) | Process for Engagement |
|---|---|
|  | We have established a collaborative work culture where teachers and staff are encouraged to share their ideas and collaborate on school improvement initiatives. This culture is reinforced through team-building activities, professional learning communities, and collaborative planning sessions. The favorable staff survey results on collaboration reflect the effectiveness of this approach. |
|  | Feedback Integration<br>Feedback gathered from surveys, meetings, professional development sessions, and direct communication is systematically reviewed and integrated into the LCAP. This ensures that the insights and expertise of teachers and staff are central to our planning process, leading to more effective and comprehensive school policies. |
|  | By engaging teachers and staff through these multiple channels, MSA-San Diego fosters a collaborative and inclusive environment where their voices are valued. This comprehensive approach not only enhances the learning experience for students but also ensures that our school improvement strategies are informed by those who are directly involved in the educational process. |
| School administrators | At MSA-San Diego, school administrators play a pivotal role in the development of the Local Control and Accountability Plan (LCAP). Their leadership, strategic insights, and direct involvement are crucial for the success of our school improvement initiatives. Here's how we engage school administrators in the LCAP development process: |
|  | Strategic Leadership Meetings<br>We hold regular strategic leadership meetings that include all school administrators. These meetings are designed to review school performance data, discuss priorities, and develop actionable plans for school improvement. Administrators bring their unique perspectives and expertise to these discussions, ensuring that the LCAP is comprehensive and aligned with the school's goals. |
|  | Data-Driven Decision Making |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | School administrators are integral to the data collection and analysis process. They review performance metrics from the SBAC (Smarter Balanced Assessment Consortium), IAB (Interim Assessment Blocks), and NWEA (Northwest Evaluation Association) for Fall, Winter, and Spring. Additionally, they analyze feedback from the Kelvin pulse check SEL survey and comprehensive Panorama surveys, which include data on school climate, safety, connectedness, and overall satisfaction from students, parents, and staff. This data-driven approach allows administrators to identify key areas of need and develop targeted strategies for inclusion in the LCAP. Their role in interpreting this data ensures that the LCAP is grounded in evidence and focused on measurable outcomes.<br><br>Professional Development and Training<br>Administrators participate in professional development sessions that focus on key areas such as the Multi-Tiered System of Support (MTSS), social-emotional learning (SEL), and Restorative Practices. These sessions not only enhance their skills but also provide a forum for discussing best practices and integrating new strategies into the LCAP. By staying informed about the latest educational trends and techniques, administrators can make well-informed contributions to the LCAP.<br><br>Collaborative Planning Sessions<br>We organize collaborative planning sessions where administrators work closely with teachers, staff, and other stakeholders to develop and refine the LCAP. These sessions foster a team-based approach, allowing administrators to facilitate discussions, mediate differing viewpoints, and ensure that the final plan reflects the collective vision of the school community.<br><br>Direct Communication and Feedback Channels<br>Administrators maintain open lines of communication with all members of the school community, including students, parents, teachers, and staff. Regular check-ins and feedback sessions allow them to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of all |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | stakeholders and that administrators can promptly incorporate feedback into the planning process.<br><br>Representation in Advisory Committees<br>School administrators are actively involved in advisory committees, including the Parent Advisory Council (PAC). Administrators attend all PAC meetings as non-members to address questions, present updates, and gather feedback. This involvement ensures that the administrative perspective is represented in discussions about the LCAP and allows them to advocate for necessary resources, support structures, and policy changes that benefit the entire school community.<br><br>Integration of Feedback and Continuous Improvement<br>The feedback gathered from various stakeholders, including teachers, staff, parents, and students, is systematically reviewed and integrated into the LCAP. Administrators play a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development.<br><br>By engaging school administrators through these structured and collaborative processes, MSA-San Diego ensures that their leadership and insights are central to the development of the LCAP. This comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community. |
| SELPA | At MSA-San Diego, engaging the Special Education Local Plan Area (SELPA) in the development of the Local Control and Accountability Plan (LCAP) is essential to ensure that the needs of students with disabilities are effectively addressed. Our collaborative approach ensures that SELPA's expertise and insights are integral to our school improvement strategies. Here's how we engage SELPA in the LCAP development process: |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | **Regular Consultative Meetings**<br>We hold regular consultative meetings with SELPA representatives. These meetings are designed to review and discuss the needs of students with disabilities, evaluate current support structures, and identify areas for improvement. SELPA's specialized knowledge and experience provide valuable insights that inform our LCAP priorities and strategies.<br><br>**Professional Development and Training**<br>We collaborate with SELPA to provide professional development sessions focused on best practices in special education, the Multi-Tiered System of Support (MTSS), and social-emotional learning (SEL). These sessions are aimed at enhancing the skills of our staff and ensuring that the needs of students with disabilities are met effectively. SELPA's involvement in these sessions ensures that our training programs are comprehensive and aligned with the latest educational standards and practices.<br><br>**Direct Communication and Feedback Channels**<br>SELPA maintains open lines of communication with school leadership and staff. Regular check-ins and feedback sessions allow SELPA representatives to gather insights and address concerns in real-time. This direct engagement ensures that the LCAP is responsive to the needs of students with disabilities and that SELPA can promptly incorporate feedback into the planning process.<br><br>Integration of Feedback and Continuous Improvement<br>The feedback gathered from various stakeholders, including SELPA representatives, is systematically reviewed and integrated into the LCAP. SELPA plays a key role in this process, ensuring that the plan is continuously refined and improved based on real-world experiences and outcomes. Their commitment to continuous improvement ensures that the LCAP remains a dynamic and effective tool for school development.<br><br>By engaging SELPA through these structured and collaborative processes, MSA-San Diego ensures that the needs of students with disabilities are effectively addressed in the LCAP. This |

2024-25 Local Control and Accountability Plan for Magnolia Science Academy San Diego

| Educational Partner(s) | Process for Engagement |
|---|---|
| | comprehensive approach not only enhances the effectiveness of the plan but also fosters a culture of shared responsibility and collective ownership among all members of the school community. |

**A description of how the adopted LCAP was influenced by the feedback provided by educational partners.**

The adopted Local Control and Accountability Plan (LCAP) at MSA-San Diego was significantly influenced by the comprehensive feedback provided by our educational partners, including parents, students, teachers, staff, administrators, and SELPA representatives. Regular meetings, surveys, home visits, and collaborative planning sessions ensured diverse perspectives were considered. Insights from parent and student surveys, feedback from Parent Advisory Council (PAC) meetings, and data analysis from assessments like SBAC, IAB, and NWEA were integral in identifying key areas of need. Professional development sessions and direct communications further informed our strategies, ensuring the plan addressed specific requirements such as enhanced support for students with disabilities and the implementation of effective intervention programs. This collaborative and data-driven approach led to a robust LCAP that reflects the collective vision and priorities of our school community, aiming to enhance student achievement and overall school improvement.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned instructional materials, and appropriately maintained school facilities. | Broad Goal |

State Priorities addressed by this goal.

| |
|---|
| Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning) |

An explanation of why the LEA has developed this goal.

| |
|---|
| Providing basic services means ensuring all students have access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe, properly maintained school facilities. Charter School will also adhere to the MPS Wellness Policy and encourage participation in school meal programs. Research shows when students are provided with these basic services, student learning outcomes increase. The MPS Home Office will provide services such as academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations to support and hold accountable the Charter School for compliance and meeting charter goals. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of basic services to maintain a high-quality learning environment. |

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report) | 2021-22:<br>89.7% | | | 2024-25:<br>> 85% | |
| 1.2 | Percentage of students without access to their | 2023-24:<br>0% | | | 2026-27:<br>0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1) | | | | | |
| 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1) | 2023-24: 0 | | | 2026-27: 0 | |
| 1.4 | Teacher retention rate (Source: HRIS) | 2023-24: (Fall 2022 to Fall 2023) 75% | | | 2026-27: (Fall 2025 to Fall 2026) >= 80% | |
| 1.5 | Teacher attendance rate (Source: HRIS) | 2023-24: (As of 5/15/24) 97.2% | | | 2026-27: >= 95.0% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Teacher assignments and credentials | Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters.<br><br>Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $35,970.00 | No |
| 1.2 | Instructional materials and technology | Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. | $442,634.64 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs.<br><br>Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation.<br><br>The following expenditures will be funded by federal Title funds:<br>• Technology: Resource: Title II; Amount: $963.54 | | |
| **1.3** | Clean and safe facilities that support learning | Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and | $1,141,416.94 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. <br><br> Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) <br><br> The following expenditures will be funded by federal Title funds: N/A | | |
| 1.4 | Healthy and nutritious meals | Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. <br><br> Expenditures associated with this action include the following: student meals, water, refreshments and office supplies related to the Healthy and nutritious meals <br><br> The following expenditures will be funded by federal Title funds: N/A | $68,915.68 | Yes |
| 1.5 | Well-orchestrated Home Office support services | The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic | $584,627.57 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.<br><br>Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.)<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Portrait of a Graduate," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services | 2023-24: 100% | | | 2026-27: 100% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS) | | | | | |
| 2.2 | Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow) | 2023-24: (As of 5/24/24) 100% | | | 2026-27: >= 85% | |
| 2.3 | Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS) | 2023-24: (First semester) 91% | | | 2026-27: (First semester) >= 80% | |
| 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest) | 2022-23: <ul><li>All Students: 63.01%</li><li>English Learners: 0.00%</li><li>Socioeconomically Disadvantaged: 52.03%</li></ul> | | | 2025-26: <ul><li>All Students: >= 60.00%</li><li>English Learners: >= 5.00%</li><li>Socioeconomically</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • Students with Disabilities: 33.33%<br>• Asian: 64.1%<br>• Hispanic: 50.68%<br>• White: 73.95%<br>• Two or More Races: 75.00%<br>• African American: 43.33% | | | Disadvantaged: >= 50.00%<br>• Students with Disabilities: >= 35.00%<br>• Two or More Races: >= 60.00%<br>• Asian: >= 60.00%<br>• Hispanic: >= 50.00%<br>• White: >= 60.00% | |
| 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 27.2 points above standard<br>• English Learners: 44.4 points below standard<br>• Socioeconomically Disadvantaged: 1.3 points below standard | | | 2025-26: (2026 Dashboard)<br>• All Students: 28.0 points above standard<br>• English Learners: 35.0 points below standard<br>• Socioeconomically | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | <ul><li>Students with Disabilities: 39.1 points below standard</li><li>Two or More Race: 33.0 points above standard</li><li>African American: 15.8 points below standard</li><li>Asian: 41.9 points above standard</li><li>Hispanic: 4.1 points above standard</li><li>White: 48.3 points above standard</li></ul> | | | Disadvantaged: 2.0 points above standard<ul><li>Students with Disabilities: 30.0 points below standard</li><li>Two or More Races: 34.0 points above standard</li><li>African American: 6.0 points below standard</li><li>Asian: 43.0 points above standard</li><li>Hispanic: 8.0 points above standard</li><li>White: 49.0 points</li></ul> | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | above standard | |
| 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 55.7%<br>• English Learners: 43.8%<br>• Socioeconomically Disadvantaged: 54.6%<br>• Students with Disabilities: 53.4%<br>• Hispanic: 62.0%<br>• White: 56.6% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• African American: >= 50%<br>• Asian: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.7 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading | 2023-24: (Fall to Spring)<br>• All Students: CGI: 0.07 (CGP: 53rd percentile) | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) | • English Learners: CGI: 0.26 (CGP: 60th percentile)<br>• Socioeconomically Disadvantaged: CGI: 0.04 (CGP: 52nd percentile)<br>• Students with Disabilities: CGI: 0.55 (CGP: 71st percentile)<br>• African American: CGI: -0.79 (CGP: 22nd percentile)<br>• Hispanic: CGI: 0.37 (CGP: 65th percentile)<br>• White: CGI: 0.16 (CGP: 56th percentile) | | | percentile)<br>• English Learners: CGI >= 0 (CGP >= 50th percentile)<br>• Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>• Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>• African American: CGI >= 0 (CGP >= 50th percentile)<br>• Asian: CGI >= 0 (CGP >= 50th | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | percentile ) <br>• Hispanic: CGI >= 0 (CGP >= 50th percentile ) <br>• White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.8 | Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest) | 2022-23: <br>• All Students: 54.65% <br>• English Learners: 5.88% <br>• Socioeconomically Disadvantaged: 41.22% <br>• Students with Disabilities: 34.67% <br>• Two or More Races: 60.41% <br>• African American: 26.66% <br>• Asian: 71.8% <br>• Hispanic: 40.45% | | | 2025-26: <br>• All Students: >= 55.00% <br>• English Learners: >= 10.00% <br>• Socioeconomically Disadvantaged: >= 44.00% <br>• Students with Disabilities: >= 36.00% <br>• Two or More Races: | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | • White: 67.6% | | | >= 55.00%<br>• African American: >= 30.00%<br>• Asian: >= 60.00%<br>• Hispanic: >= 44.00%<br>• White: >= 60.00% | |
| 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard) | 2022-23: (2023 Dashboard)<br>• All Students: 8.5 points above standard<br>• English Learners: 60.2 points below standard<br>• Socioeconomically Disadvantaged: 27.0 points below standard<br>• Students with Disabilities: 56.5 points below standard<br>• Two or More Races: 14 | | | 2025-26: (2026 Dashboard)<br>• All Students: 10.0 points above standard<br>• English Learners: 51.0 points below standard<br>• Socioeconomically Disadvantaged: 18.0 points below standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | points above standard<br>• African American: 41.7 points below standard<br>• Asian: 34.5 points above standard<br>• Hispanic: 22.8 points below standard<br>• White: 35.9 points above standard | | | • Students with Disabilities: 47.0 points below standard<br>• Two or More Races: 15.0 points above standard<br>• African American: 32.0 points below standard<br>• Asian: 35.0 points above standard<br>• Hispanic: 13.0 points below standard<br>• White: 36.0 points above standard | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) | 2023-24: (Fall to Spring)<br>• All Students: 67.3%<br>• English Learners: 70.6%<br>• Socioeconomically Disadvantaged: 65.2%<br>• Students with Disabilities: 67.1%<br>• Hispanic: 58.3%<br>• White: 73.2% | | | 2026-27: (Fall to Spring)<br>• All Students: >= 50%<br>• English Learners: >= 50%<br>• Socioeconomically Disadvantaged: >= 50%<br>• Students with Disabilities: >= 50%<br>• African American: >= 50%<br>• Asian: >= 50%<br>• Hispanic: >= 50%<br>• White: >= 50% | |
| 2.11 | Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth | 2023-24: (Fall to Spring)<br>• All Students: CGI: 1.11 (CGP: 87th percentile)<br>• English Learners: CGI: 2.37 (CGP: | | | 2026-27: (Fall to Spring)<br>• All Students: CGI >= 0 (CGP >= 50th percentile) | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  | norms (Source: NWEA MAP) | 99th percentile)<br>- Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile)<br>- Students with Disabilities: CGI: 1.50 (CGP: 93rd percentile)<br>- African American: CGI: 1.22 (CGP: 89th percentile)<br>- Hispanic: CGI: 0.50 (CGP: 69th percentile)<br>- White: CGI: 1.54 (CGP: 94th percentile) |  |  | - English Learners: CGI >= 0 (CGP >= 50th percentile)<br>- Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile)<br>- Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)<br>- African American: CGI >= 0 (CGP >= 50th percentile)<br>- Asian: CGI >= 0 (CGP >= 50th percentile) |  |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | • Hispanic: CGI >= 0 (CGP >= 50th percentile ) <br> • White: CGI >= 0 (CGP >= 50th percentile ) | |
| 2.12 | Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard) | 2022-23: (2023 Dashboard) 73.1% | | | 2025-26: (2026 Dashboard) >= 50.0% | |
| 2.13 | Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) | 2022-23: 35.5% | | | 2025-26: (CDE DataQuest) >= 10.0% | |
| 2.14 | Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest) | 2022-23: <br> • All Students: 52.52% <br> • English Learners: 0.00% <br> • Socioeconomic ally | | | 2025-26: <br> • All Students: >= 50.00% <br> • English Learners: >= 5.00% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Disadvantaged: 44.23%<br>• Students with Disabilities: 24.19%<br>• Two or More Races: 46.16%<br>• African American: *<br>• Asian: 63.63%<br>• Hispanic: 46.42%<br>• White: 58.70% | | | • Socioeconomically Disadvantaged: >= 45.00%<br>• Students with Disabilities: >= 27.00%<br>• Two or More Races: >= 45.00%<br>• Asian: >= 60.00%<br>• Hispanic: >= 45.00%<br>• White: >= 55.00% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

| Not Applicable. |
|---|

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

| Not Applicable. |
|---|

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Broad course of study and standards based curriculum | Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.<br><br>Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.<br><br>The following expenditures will be funded by federal Title funds:<br>  • Teacher salary and benefits: Resource: Title I; Amount: $17,640.13 | $1,616,730.71 | No |
| 2.2 | Professional development for high-quality instruction | Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that | $60,342.90 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.<br><br>Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional development expenses: Resource: Title II; Amount: $11,621.84 | | |
| **2.3** | MTSS - Academic enrichment, intervention, and student support | Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study | $327,979.99 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) <br><br> Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.) <br><br> The following expenditures will be funded by federal Title funds: <br> • Educational Software:: Resource: 4127 Title IV, Part A ESEA (ESSA); Amount: $3,370.8 <br> • Title I: 4340 Educational Software: $31,350.84 | | |
| **2.4** | Designated and integrated ELD programs and support for ELs | Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.<br><br>Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **2.5** | Support for students with disabilities | Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA.<br><br>Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.<br><br>The following expenditures will be funded by federal Title funds: | $941,370.12 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Instructional Aide Salary and Benefits: Title I ; Amount: $12,312.66 | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **3** | INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways. | Broad Goal |

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the Charter School's vision that our graduates are well-rounded critical thinkers and problem solvers who contribute to the global community. A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. Therefore, we will design educational experiences to meet the needs of our scholars with an emphasis on innovation and critical thinking. Charter School will also promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts to our physical education program. In an effort to provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English, clubs, etc. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in provision of an innovative, well-rounded education that supports student readiness for college and the global world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 22% | | | 2026-27: >= 10% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 97% | | | 2026-27: >= 90% | |
| 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) | 2023-24: (As of 5/20/24) 98% | | | 2026-27: >= 80% | |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College/Career readiness programs and activities | Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities.<br><br>Expenditures associated with this action include the following: college/career-related materials and activities.<br><br>The following expenditures will be funded by federal Title funds: N/A | $0.00 | Yes |
| **3.2** | STEM and GATE programs | Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research.<br><br>Expenditures associated with this action include the following: supplemental STEM program fees.<br><br>The following expenditures will be funded by federal Title funds: N/A | $1.06 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | Digital literacy and citizenship programs | Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity.<br><br>Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.<br><br>The following expenditures will be funded by federal Title funds:<br>Digital literacy and citizenship program fees: Resource: Title IV, Part A; Amount: $848 | $848.00 | Yes |
| **3.4** | Physical education, activity, and fitness | Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School | $232,371.49 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness.<br><br>Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses.<br><br>The following expenditures will be funded by federal Title funds: Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $742 | | |
| **3.5** | Additional programs and activities that support well-rounded education | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. | $449,313.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| **4** | CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

School communities are integrated partnerships with the school site staff, families, students and all other educational partners. This sense of connection creates a safe place for all learners and educational partners to affirm individual strengths, develop capacity, celebrate character, build trusting and respectful relationships, promote unity and better decision making. Additionally, community cultivates identity and gives each member a sense of belonging and pride. Charter School will seek family input for decision making, utilize home visits and educational partner surveys, and provide academic and social-emotional support through MTSS/PBIS. We will work with community partners to support the vision and goals of the school, including our students' development of personal and academic networks for long-term resilience and connection. Charter School will implement the actions listed under this goal and use the indicated metrics to measure progress in sustaining a sense of community and connectedness.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3) | 2023-24:<br>7 | | | 2026-27:<br>>= 8 | |
| 4.2 | Number of English Learner Advisory Committee (ELAC) | 2023-24:<br>0 | | | 2026-27:<br>>= 4 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | meetings per year (Source: Local Indicator Priority 3) | | | | | |
| 4.3 | Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3) | 2023-24: (As of 5/20/24) 25 | | | 2026-27: >= 10 | |
| 4.4 | Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS) | 2023-24: (As of 5/20/24) 2.9% | | | 2026-27: >= 15.0% | |
| 4.5 | Average Daily Attendance (ADA) Rate (Source: SIS) | 2023-24: (P-2 ADA) 93.98% | | | 2026-27: (P-2 ADA) >= 92.00% | |
| 4.6 | Chronic Absenteeism Rate (Source: CA School Dashboard, SIS) | 2022-23: (2023 Dashboard) 21.6% | | | 2025-26: (2026 Dashboard) <= 20.0% | |
| 4.7 | Middle School Dropout Rate (Source: CALPADS) | 2023-24: 0.0% | | | 2026-27: <= 2.0% | |
| 4.8 | Student Suspension Rate (Source: CA School Dashboard, CALPADS) | 2022-23: (2023 Dashboard) 2.5% | | | 2025-26: (2026 Dashboard) <= 2.5% | |
| 4.9 | Student Expulsion Rate (Source: CDE DataQuest, CALPADS) | 2022-23: (CDE DataQuest) 0.00% | | | 2025-26: (CDE DataQuest) <= 0.50% | |
| 4.10 | School experience survey "participation rates" by students, | 2023-24: Students: 94.1% Families: 65.0% | | | 2026-27: Students: >= 95.0% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | families, and staff (Source: Local Indicator Priority 6, Panorama Education) | Staff: 100.0% | | | Families: >= 75.0%<br>Staff: >= 95.0% | |
| 4.11 | School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 68.0%<br>Families: 96.0%<br>Staff: 88.0% | | | 2026-27:<br>Students: >= 65%<br>Families: >= 95%<br>Staff: >= 80% | |
| 4.12 | School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education) | 2023-24:<br>Students: 82%<br>Families: 95%<br>Staff: 97% | | | 2026-27:<br>Students: >= 75%<br>Families: >= 95%<br>Staff: >= 85% | |
| 4.13 | Student retention rate (Source: SIS) | 2023-24: (Spring 2023 to Fall 2023)<br>88.57% | | | 2026-27: (Spring 2026 to Fall 2026)<br>>= 85% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |

# Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Seeking family input for decision-making | Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of | $275.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.<br><br>Expenditures associated with this action include the following: parent meeting expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | | |
| **4.2** | Building relationships and partnerships with families for student outcomes | Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families | $204,005.62 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable.<br><br>Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits.<br><br>The following expenditures will be funded by federal Title funds:<br>• Stipends for home visits and Professional Services: Resource: Title I, Part A; Amount: $6,207.31 | | |
| **4.3** | MTSS - PBIS and SEL support | Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student | $305,877.54 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students.<br><br>The following expenditures will be funded by federal Title funds:<br>• Educational Software for MTSS : Resource: Title IV, Part A; Amount: $5,300<br>• Instructional Supplies: Resource: Title I; Amount: $2,104.1 | | |
| **4.4** | Annual educational partner surveys | Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback | $2,120.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.<br><br>Expenditures associated with this action include the following: Panorama Education survey fees.<br><br>The following expenditures will be funded by federal Title funds:<br>• Professional Services paid with Title I: $2,120 |  |  |
| **4.5** | Community outreach and partnerships | Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.<br><br>Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.<br><br>The following expenditures will be funded by federal Title funds: N/A | $271,620.19 | Yes |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$319,498 | $47,925 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 6.927% | 0.000% | $0.00 | 6.927% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

## *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| 1.4 | **Action:**<br>Healthy and nutritious meals<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to nutritious meals and they develop poor eating habits. As a result, they experience poor health and academic outcomes, including, but not limited to, obesity, chronic absenteeism and lower grades. There | MPS is committed to the optimal development of every student. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | is a need to provide all our students with healthy and nutritious meals.<br><br>**Scope:**<br>  LEA-wide | consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. Finally, there is evidence that adequate hydration is associated with better cognitive performance. With consideration of the importance of good nutrition, Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. We will provide two school meals free of charge during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. This action will result in increased and improved services, particularly for our low-income students, who may not have access to nutritious meals and are experiencing poor health outcomes. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. We expect the meal program will help improve the diet and health of our students and mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary | • Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs. We also expect this action will result in increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | |
| **2.2** | **Action:**<br>Professional development for high-quality instruction<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Addressing the unique needs of students from diverse backgrounds is a major challenge because our teachers need to be prepared with the relevant content knowledge, experience, and training, with a focus on cultural and linguistic characteristics of our diverse learners.<br><br>**Scope:**<br>  LEA-wide | With the needs of our diverse student body in mind, Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols using the TeachBoost/SchoolMint Grow software, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observations, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will result in increased academic achievement of our student groups on | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | the CA School Dashboard, CAASPP assessments, MAP assessments, and student grades as identified in our LCAP metrics in Goal 2. | standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.3 | **Action:** MTSS - Academic enrichment, intervention, and student support<br><br>**Need:** The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. Most of our low-income students have parents working multiple jobs and need academic support. Foster youth and English learners may experience feelings of anxiety and confusion. | Considering the needs of our vulnerable student groups in mind, Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology | Goal 2:<br>• Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students struggle with access to materials, technology, and a quiet, private place to study. There are gaps in their learning that need individualized attention.<br><br>**Scope:**<br> LEA-wide | (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) We expect that these student supports and interventions will provide increased and improved services for all our unduplicated students who need extra support and attention. This action was found effective in the current school year and will be continued in the coming school year. It will be provided on a schoolwide basis and we expect all student groups to show academic growth as measured by the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and other metrics as identified in our LCAP metrics in Goal 2. | TeachBoost/SchoolMint Grow)<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br>• Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | assessment from fall to spring (Source: NWEA MAP)<br><br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br><br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br><br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | School Dashboard)<br>• Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)- Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP) |
| 2.4 | **Action:**<br>Designated and integrated ELD programs and support for ELs<br><br>**Need:** | Considering the needs of our ELs, Charter School will provide services to ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD | Goal 2:<br>For all students, but particularly for the EL and LTEL student groups: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | The majority of Charter School's student population consists of English Learners (EL), including long-term ELs (LTELs), Reclassified Fluent English Proficient (RFEP) students, and students with disabilities, many of whom are dually identified as EL. ELs need designated English language development instruction. Emerging ELs lack English speaking experience and struggle to communicate. Both ELs and RFEPs have a strong need for meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences. They need additional literacy instruction, support, and interventions. Teachers of ELs need to have knowledge of EL strategies and culturally responsive instruction. **Scope:** LEA-wide | instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. These supports and services will provide increased and improved services for our English learners. This action was found effective in the current school year and will be continued in the coming school year. While some of the actions described here, including the designated ELD instruction, will be targeted only to ELs, the rest of the actions, including integrated | <ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li><li>Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)</li><li>Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)</li><li>Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | ELD instruction, will be provided for all students. RFEP students, students with disabilities, and all other student groups will benefit from this schoolwide action. We expect that this action will result in increased academic achievement of our student groups, particularly of our ELs and LTELs, on the CA School Dashboard, CAASPP assessments, MAP assessments, student grades, and EL reclassification rates as identified in our LCAP metrics in Goal 2. | (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)<br>• Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | • Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)<br>• Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)<br>• Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | PL 4 (ELP) between prior and current year (Source: CA School Dashboard)<br>• Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest) |
| 3.1 | **Action:**<br>College/Career readiness programs and activities<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Many of our students are also the first generation in their families who will attend college. Most of them lack parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. A college-going, supportive culture at the school is necessary for our students' college/career readiness.<br><br>**Scope:**<br>LEA-wide | With the needs of our unduplicated students in mind, Charter School will promote a college-going culture through college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Unduplicated students will receive improved services through college-related materials and activities. These services are particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. This action was found effective in the current school year and will be continued in the coming school year. We expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| 3.2 | **Action:** STEM and GATE programs<br><br>**Need:** Charter School has a vision to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. We strive to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. Charter School's educational approach is based on the conviction that STEM education is essential to improving our modern society's knowledge base and adaptability to the fast pace of everchanging technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEM curricula. | Charter School strives to address the shortage by inspiring and preparing students to choose career paths in science and technology. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students of color, English learners, and students with disabilities. With the needs of our community in mind, Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Unduplicated students will receive increased and improved support through access to | Goal 3:<br>• Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)<br>• Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>  LEA-wide | supplemental STEM programs and activities. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will challenge our learners to investigate, use problem-based learning, research, and help become independent and innovative scholars. Goal 3 includes metrics for the percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club, percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study, and percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year. | - Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS) |
| **3.3** | **Action:**<br>Digital literacy and citizenship programs<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities, many of whom are dually identified as EL. These student groups have social and emotional conditions that influence academic learning and effective literacy, communication, and presentation skills. Most of our slow- | With the needs of our students in mind, Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with | Goal 3:<br>- Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | income students struggle with access to technology as well. Our students have a great need to learn ways to utilize technology in an effective and responsible way.<br><br>**Scope:**<br>  LEA-wide | digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications; digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. These activities will result in increased and improved services for our unduplicated students. This action was found effective in the current school year and will be continued in the coming school year. We expect this schoolwide action will help our students expand their knowledge and skills in an ever-evolving digital world. Goal 3 includes a metric for the percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study. | Local Indicator Priority 7, SIS) |
| **3.4** | **Action:**<br>Physical education, activity, and fitness<br><br>**Need:**<br>Low-income students do not have sufficient or consistent access to physical activities/sports and fitness education. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality | MPS is committed to the optimal development of every student. With consideration of the importance of physical fitness, Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school | Goal 2:<br><ul><li>Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)</li></ul><br>Goal 4:<ul><li>Chronic Absenteeism Rate (Source: CA</li></ul> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | physical education and extracurricular activities do better academically.<br><br>**Scope:**<br>  LEA-wide | week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. With the needs of low-income students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help improve the health of our students and model physical fitness to support the development of lifelong healthy living patterns. We expect that this action will result in increased attendance and grades as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "overall satisfaction rates" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." (Source: Local Indicator Priority 6, Panorama Education) |
| **3.5** | **Action:**<br>Additional programs and activities that support well-rounded education<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Traditionally, schools focus on ELA and math interventions to address the learning gap between vulnerable student groups and their peers. Other important well-rounded programs | To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Chronic Absenteeism Rate (Source: CA |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | such as arts, music, civics, and languages other than English may not get the same attention. On the other hand, well-rounded programs help students develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities.<br><br>**Scope:**<br> LEA-wide | including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. These well-rounded programs and activities will result in increased and improved services for our unduplicated students. With the needs of our unduplicated students in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help our scholars become independent and innovative scholars. We also expect that this action will result in increased academic achievement as measured by the LCAP metrics in Goal 2 as well as increased student belonging as measured by the annual student surveys in Goal 4: Action 4. | School Dashboard, SIS)<br>• School experience survey "average approval rates" based on the responses of our students and families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students and families to the question, "Overall, I am |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | satisfied and would recommend this school to other students/families. " (Source: Local Indicator Priority 6, Panorama Education) |
| **4.1** | **Action:**<br>Seeking family input for decision-making<br><br>**Need:**<br>It is important that parents are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. This includes reviewing the school's goals, actions, programs, data, and funds, including evaluation of actions and programs and effective use of funds. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs. In order to engage parents in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide | Considering the needs of our unduplicated students and their families, Charter School will hold periodic meetings to gather input from our families. Information/input sessions include Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In | Goal 4:<br>• Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)<br>• Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)<br>• School experience survey "average approval rates" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | multiple channels to engage parents in decision making.<br><br>**Scope:**<br>  LEA-wide | addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in decision making. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making as well as progress in providing all families with opportunities to provide input on policies and programs, and implementing Community School strategies to reach and seek input from any underrepresented groups in the school community. We also expect that this action will result in increased parent satisfaction as measured by the annual educational partner surveys in Goal 4: Action 4. | learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other families." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.2 | **Action:**<br>Building relationships and partnerships with families for student outcomes<br><br>**Need:** | In order to build partnerships with our families for student outcomes, Charter School will build trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent | Goal 2:<br>• Percentage of students who have received a grade of "C" or |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.) To engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in our school community. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Most of our low-income students have parents working multiple jobs. Parents of our ELs need capacity building to support the needs of our ELs.<br><br>**Scope:**<br>  LEA-wide | conferences to promote parental participation in programs. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. These activities will result in increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will help further engage our families in | better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Number of activities/events for parent involvement per year (Source: Local Indicator Priority 3)<br>• Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• High School Dropout Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | building partnerships with the school for student outcomes. Charter School utilizes the self-reflection tool for Local Priority 3, i.e., Parent and Family Engagement, to measure progress in creating welcoming environments and building trusting and respectful relationships with families, developing multiple opportunities for 2-way communication between families and educators using language that is understandable and accessible to families, and providing families with information and resources to support student learning and development in the home. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased home visit rate, ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | (Source: CDE DataQuest, CALPADS)<br>• Graduation Rate (Source: CALPADS, CA School Dashboard)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| 4.3 | **Action:**<br>MTSS - PBIS and SEL support<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. | Considering the needs of our vulnerable student groups in mind, Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. These student groups also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and | electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | needs in order to inform our next steps. These activities will result in increased and improved PBIS and SEL support for our unduplicated students, as well as additional supports for homeless and immigrant students. With the needs of our vulnerable students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect that this action will help provide a foundation for safe and positive learning, and enhance students' mental health and abilities to succeed in school, careers, and life. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured by the annual educational partner surveys in Goal 4: Action 4. | the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/educators." (Source: Local Indicator Priority 6, Panorama Education) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |
| 4.4 | **Action:**<br>Annual educational partner surveys<br><br>**Need:**<br>It is important that parents, students, and staff are engaged in the development of all school plans, including, but not limited to, the LCAP, SPSA (Charter School uses the LCAP to serve as the SPSA), and WASC Self-Study. Charter School wishes to engage all parents, to the extent applicable, in the process of school review and improvement. The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. To engage all students and families equitably, it is necessary to understand the cultures, languages, needs and interests of students and families in our school community. Educational partner voices, i.e., voices of our students, families, staff, and other school community members, play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. In order to engage educational partners in an organized, ongoing and timely manner in the planning, review and improvement of our programs, Charter School needs to provide multiple channels to engage educational partners in decision making. Surveys have been the primary means of collecting student, family, and staff voices about what we are doing great and should keep doing, and what areas for improvement | Considering the needs of our unduplicated students and their families, MPS uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and safety. This feedback instrument provides teachers and school leaders with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Charter School will annually administer school experience surveys to students, parents, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best and the least about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. The surveys help identify and plan for increased and improved services for our unduplicated students and their families. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the | Goal 4:<br>• School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | are so we can continue to provide our students with the best quality education.<br><br>**Scope:**<br>LEA-wide | current school year and will be continued in the coming school year. We expect this action will help provide valuable feedback for school improvement. We also expect that this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/ educators." (Source: Local Indicator Priority 6, Panorama Education) |
| **4.5** | **Action:**<br>Community outreach and partnerships<br><br>**Need:**<br>The majority of Charter School's student population consists of low-income and socioeconomically disadvantaged students, English learners, and students with disabilities. Our low-income students come from underserved communities that do not have adequate resources and access to experiential learning opportunities. Many of our students are also the first generation in their families who will attend college. Most of them lack | Considering the needs of our vulnerable student groups in mind, Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and | Goal 2:<br>• Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)<br><br>Goal 4:<br>• Average Daily Attendance |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | parental support and experience financial difficulties. Our students have a great need for guidance about college/career choices and support for preparation. These student groups have social and emotional conditions that influence academic learning, as evidenced by the performance gaps on the CA School Dashboard, CAASPP results, and other available data. They also have lower ADA rates while they have higher chronic absenteeism and office referral rates. Children living in poverty are more likely to incur more adverse childhood experiences including abuse, neglect, exposure to neighborhood violence, or an incarcerated parent. Foster youth and English learners may experience feelings of anxiety and confusion. Charter School needs to take action to address the unique academic, social and emotional needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.<br><br>**Scope:**<br>  LEA-wide | address issues, trends, and potential changes that affect the context and conduct of education. These activities will result in increased and improved resources for our unduplicated students and will be particularly helpful for first-generation college-bound students who lack parental support strategies and experience financial constraints. With the needs of our unduplicated students and their families in mind, this action will be provided on a schoolwide basis. It was found effective in the current school year and will be continued in the coming school year. We expect this action will provide students and families with information and resources to support student learning and development. We also expect this action will result in increased academic achievement and lifelong learning as measured by the LCAP metrics in Goals 2 and 3, increased ADA rate, and graduation rate, and decreased chronic absenteeism rate, dropout rate, and student suspension/expulsion rates as measured in Goal 4. We also expect this action will result in increased student, parent, and staff satisfaction rates as measured in Goal 4. | (ADA) Rate (Source: SIS)<br>• Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)<br>• Middle School Dropout Rate (Source: CALPADS)<br>• Student Suspension Rate (Source: CA School Dashboard, CALPADS)<br>• Student Expulsion Rate (Source: CDE DataQuest, CALPADS)<br>• School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)<br>• School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/families/ educators." (Source: Local Indicator Priority 6, Panorama Education) |

## *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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| |

## *Additional Concentration Grant Funding*

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Similar to the current academic year, MSA San Diego will utilize the concentration grant add-on funds ($47,925) in the following manner:

MSA San Diego is using the concentration grant add-on funds received in a manner which is consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

By adding these faculty/staff members, we aim to strengthen our ability to address the diverse needs of our student population and provide targeted support where it is most needed. This strategic allocation of funds will help create a more conducive learning environment and contribute to our student's overall growth and achievement.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | | |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $4,612,673 | $319,498 | 6.927% | 0.000% | 6.927% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $4,535,654.08 | $1,827,588.61 | $31,800.00 | $291,377.76 | $6,686,420.45 | $3,855,924.58 | $2,830,495.87 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | All | No | | | All Schools | Ongoing | $0.00 | $35,970.00 | $35,970.00 | | | | $35,970.00 | |
| 1 | 1.2 | Instructional materials and technology | All | No | | | All Schools | Ongoing | $139,945.74 | $302,688.90 | $334,671.10 | $107,000.00 | | $963.54 | $442,634.64 | |
| 1 | 1.3 | Clean and safe facilities that support learning | All | No | | | All Schools | Ongoing | $30,325.54 | $1,111,091.40 | $1,141,416.94 | | | | $1,141,416.94 | |
| 1 | 1.4 | Healthy and nutritious meals | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $39,355.68 | $29,560.00 | $68,915.68 | | | | $68,915.68 | |
| 1 | 1.5 | Well-orchestrated Home Office support services | All | No | | | All Schools | Ongoing | $0.00 | $584,627.57 | $573,371.43 | $11,256.14 | | | $584,627.57 | |
| 2 | 2.1 | Broad course of study and standards based curriculum | All | No | | | All Schools | Ongoing | $1,566,730.71 | $50,000.00 | $1,273,115.80 | $325,974.78 | | $17,640.13 | $1,616,730.71 | |
| 2 | 2.2 | Professional development for high-quality instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $60,342.90 | $23,481.06 | $4,240.00 | | $32,621.84 | $60,342.90 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $269,811.58 | $58,168.41 | $162,692.05 | $130,566.30 | | $34,721.64 | $327,979.99 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.5 | Support for students with disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $727,154.02 | $214,216.10 | $186,683.50 | $742,373.96 | | $12,312.66 | $941,370.12 | |
| 3 | 3.1 | College/Career readiness programs and activities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth | All Schools | Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

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| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | STEM and GATE programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $1.06 | $1.06 | | | | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $848.00 | | | | $848.00 | $848.00 | |
| 3 | 3.4 | Physical education, activity, and fitness | Low Income | Yes | LEA-wide | Low Income | All Schools | Ongoing | $214,721.49 | $17,650.00 | $231,629.49 | | | $742.00 | $232,371.49 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $248,436.23 | $200,876.77 | $67,463.32 | $350,049.68 | $31,800.00 | | $449,313.00 | |
| 4 | 4.1 | Seeking family input for decision-making | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $275.00 | $275.00 | | | | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $109,414.06 | $94,591.56 | $123,798.31 | | | $80,207.31 | $204,005.62 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $279,409.34 | $26,468.20 | $271,169.34 | $27,304.10 | | $7,404.10 | $305,877.54 | |
| 4 | 4.4 | Annual educational partner surveys | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $0.00 | $2,120.00 | | | | $2,120.00 | $2,120.00 | |
| 4 | 4.5 | Community outreach and partnerships | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $230,620.19 | $41,000.00 | $41,000.00 | $128,823.65 | | $101,796.54 | $271,620.19 | |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $4,612,673 | $319,498 | 6.927% | 0.000% | 6.927% | $990,425.31 | 0.000% | 21.472 % | **Total:** | $990,425.31 |
| | | | | | | | | **LEA-wide Total:** | $990,425.31 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | LEA-wide | Low Income | All Schools | $68,915.68 | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $23,481.06 | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $162,692.05 | |
| 2 | 2.4 | Designated and integrated ELD programs and support for ELs | Yes | LEA-wide | English Learners | All Schools | $0.00 | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $0.00 | |
| 3 | 3.2 | STEM and GATE programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1.06 | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|---------------------------------------------|
| 3 | 3.4 | Physical education, activity, and fitness | Yes | LEA-wide | Low Income | All Schools | $231,629.49 | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $67,463.32 | |
| 4 | 4.1 | Seeking family input for decision-making | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275.00 | |
| 4 | 4.2 | Building relationships and partnerships with families for student outcomes | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $123,798.31 | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $271,169.34 | |
| 4 | 4.4 | Annual educational partner surveys | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $41,000.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $6,279,412.00 | $6,414,750.36 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Teacher assignments and credentials | No | $25,970 | $35,970.00 |
| 1 | 1.2 | Instructional materials and technology | No | $462,340 | $462,339.75 |
| 1 | 1.3 | Clean and safe facilities that support learning | No | $1,098,342 | $1,188,916.94 |
| 1 | 1.4 | Healthy and nutritious meals | Yes | $59,377 | $54,526.56 |
| 1 | 1.5 | Well-orchestrated Home Office support services | No | $583,763 | $584,627.85 |
| 2 | 2.1 | Broad course of study and standards-based curriculum | No | $1,556,496 | $1,534,977.75 |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $29,643 | $39,342.90 |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $303,753 | $309,882.67 |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | |
| 2 | 2.5 | Support for students with disabilities | No | $967,153 | $973,702.64 |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.2 | STEAM and GATE programs | Yes | $1 | $1.06 |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | $848 | $848.00 |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $223,025 | $225,074.60 |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $390,777 | $402,991.23 |
| 4 | 4.1 | Seeking family input for decision making | Yes | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $196,187 | $196,187.30 |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $255,542 | $264,666.52 |
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,120 | $2,120.00 |
| 4 | 4.5 | Community outreach and partnerships | Yes | $124,075 | $138,574.59 |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $322,450 | $806,290.42 | $869,584.28 | ($63,293.86) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.4 | Healthy and nutritious meals | Yes | $27,560.00 | $54,526.55 | | |
| 2 | 2.2 | Professional development for high-quality instruction | Yes | $13,781.06 | $23,481.06 | | |
| 2 | 2.3 | MTSS - Academic enrichment, intervention, and student support | Yes | $291,615.95 | $144,594.72 | | |
| 2 | 2.4 | Designated and integrated ELD programs | Yes | | | | |
| 3 | 3.1 | College/Career readiness programs and activities | Yes | | | | |
| 3 | 3.2 | STEAM and GATE programs | Yes | $1.06 | $1.06 | | |
| 3 | 3.3 | Digital literacy and citizenship programs | Yes | | | | |
| 3 | 3.4 | Physical education, activity, and fitness | Yes | $217,282.60 | $224,332.59 | | |
| 3 | 3.5 | Additional programs and activities that support well-rounded education | Yes | $12,190.00 | $31,710 | | |
| 4 | 4.1 | Seeking family input for decision making | Yes | | | | |
| 4 | 4.2 | Building partnerships with families for student outcomes | Yes | $163,202.39 | $119,979.98 | | |
| 4 | 4.3 | MTSS - PBIS and SEL support | Yes | $52,037.36 | $229,958.32 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Annual educational partner surveys | Yes | $2,120.00 | | | |
| 4 | 4.5 | Community outreach and partnerships | Yes | $26,500.00 | $41,000 | | |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $3,912,547 | $322,450 | 0.000% | 8.241% | $869,584.28 | 0.000% | 22.226% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o   Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

**Respond to the prompts as follows:**

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

**Complete the table as follows:**

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
### Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

## Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

**Actions:**
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

*Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

**Required Actions**
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

**Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

## Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

# Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

2024-25 Local Control and Accountability Plan for Magnolia Science Academy San Diego

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

# Coversheet

## Approval of the 2024-25 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy

**Section:** IV. Action Items
**Item:** C. Approval of the 2024-25 Adopted Budgets for all MPS Sites & Home Office Management Fee Policy
**Purpose:** Vote
**Submitted by:**
**Related Material:** IV_C_2024-25 Adopted Budgets for all MPS Sites and Home Office Management Fee Policy.pdf

| | |
|---|---|
| Agenda Item: | IV C: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Steve Budhraja Ed.D, Chief Financial Officer |
| RE: | Approval of the 2024-25 Adopted Budgets for all MPS Sites and Home Office Management Fee Policy |

### *Action Proposed:*

I move that the Board approve the 2024-25 Adopted Budget as reviewed and presented and the Home Office Management Fee Policy for the 2024-25 fiscal year.

### *Background:*

Per Section 42127 of the California Education Code, governing boards of each local education agency (LEA) are required to develop and approve an annual operating budget on or before July 1 of each school year. The Adopted Budget is part of ongoing reports that County superintendents and the State Superintendent of Public Instruction must examine in order to ensure that LEAs are able to meet their financial obligations throughout the fiscal year.

On June 17th, 2024 the MPS Finance Department presented the 2024-25 Adopted Budget for all school sites and the Home Office as part of the Public Hearing. The next step is formal approval of the 2024-25 Adopted Budget. The financial projections indicate that all schools and the Home Office are projecting balanced budget with surpluses for the 2024-25 school year.

Home Office Management base fees are calculated based on administrative and organization-wide services and support that are utilized by all MPS schools, such as management, human resources, accounting, student and special education services, technology, etc., with additional costs that are specific to a particular MPS school such as rent, debt service, utilities and facilities management.

### *Budget Implications:*

All projected revenues, expenditures and fund balances have been incorporated into the 2024-25 Adopted Budget.

### *Exhibits (Attachments):*

- Magnolia Educational & Research Foundation dba Magnolia Public Schools CMO Fee Policy

- 2024-25 Adopted Budgets by MPS Site and Home Office  Data (PowerPoint Presentations)

**Magnolia Educational & Research Foundation dba Magnolia Public Schools**
**CMO Fee Policy**

The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts the following policy for the MPS charter schools to fairly fund the Home Office for administrative services and support provided to the schools, sometimes referred to as the "CMO fee". The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team and their designees (collectively, the "Home Office Team") to calculate and collect the CMO fee in accordance with this policy.

## Calculation of CMO Fee

By June 30 each year, the Home Office Team will estimate the total costs for the Home Office to provide services and support to MPS schools for the coming fiscal year on an organization-wide basis for purposes of calculating the CMO fee for each school. The Home Office Team will categorize costs into two groups: (1) estimated costs to provide administrative and organization-wide services and support that are utilized by all MPS schools, such as management, human resources, accounting, student and special education services, technology, etc., with an added 10% to account for unanticipated cost increases (the "Home Office Service Costs"); and, (2) costs that are specific to a particular MPS school or site, such as rent, debt service, utilities and facilities management (the "School-Specific Costs"). Generally, the Home Office Services Costs include salaries of administrators and others providing services organization-wide, vendor contracts for such services, and other various costs. These estimates are for budgeting purposes, and may fluctuate during the fiscal year based on the Home Office's actual expenses to provide such services and support.

The Home Office Team will assess each school's CMO Fee as follows:

- Magnolia Science Academy San Diego ("MSA SD") will pay 11% of its general purpose funding to the Home Office as its CMO Fee. The term "general purpose funding" consists of state aid, local property taxes, and other revenues applied towards the school's local control funding formula (LCFF), as defined in Education Code Section 47632(d). It does not include federal funds, other restricted funds, or charitable donations collected by the school.

- The CMO Fee for three schools that include Magnolia Science Academy 3, Magnolia Science Academy 7 and Magnolia Science Academy Santa Ana will be reduced by approximately $1.15 million total in order to protect school site employees from Reductions in Force (RIFs). The shortfall will be made up through fundraising and philanthropic donations via the Magnolia Educational and Research Foundation.

- After application of the above noted CMO Fees, each of the other MPS schools will pay the remaining Home Office Services Costs on a per-capita enrollment basis as its CMO Fee. The following simplified example (figures are for example purposes only) illustrates the calculation:

| | |
|---|---|
| Total enrollment of all MPS schools: | 5,000 students |
| Enrollment of MSDSD: | 400 students |
| Total Home Office Services Costs: | $500,000 |
| MSASD 11% funding: | $20,000 |

Each school's CMO Fee shall be its enrollment multiplied by the following:

$$\frac{(\$500,000 - \$20,000)}{4,600}$$

The Home Office Team will track the School-Specific Costs by school, and will collect funds/reimbursement for School-Specific Costs directly from each school based on the actual costs incurred by each school.

## Periodic Review and Collection of CMO Fee

The Home Office Team will periodically review CMO fee assessment for each MPS school and any School-Specific Costs for the school.  The amount of the Home Office Service Costs may be adjusted to account for the Home Office's actual expenses throughout the year, which may in turn raise or lower each school's CMO fee (except for MSA SD).

# 2024-25 JULY BUDGET

## JUNE 17, 2024 BOARD MEETING

# 2024-25 July Budget: State Economic Outlook

- The Governor released his May Revision to the proposed state budget. While the COLA is not low as originally forecasted, there are concerns on how the Governor plans to fund the budget.

- The May Revision proposed significant withdrawals from the Public School System Stabilization Account, which serves as the state's budget reserve for K-14 schools.

- Changes from the May Revise are anticipated, but the impact on July budgets is unknown.

- Cash deferrals are possible, deferring the June 2025 apportionments to July 2025.

- The May Revision places significant burden on spending Learning Recovery Emergency Block Grant after FY 2024-25, requiring need assessment and evidence-based expenditures.

- Although the May Revision fully funds the COLA and avoids cuts to ongoing education funding, MPS should remain aware of the state budget deficit for the 2024-25 fiscal year and monitor economic conditions closely.

# 2024-25 July Budget: Executive Summary

- Based on the May Revise assumptions as discussed in previous slide, here are the budget results:

  - **Average Daily Attendance of 3,572 which is an overall increase of 128 ADA from prior year**
  - **Revenues of $84.2 million, increase of $242k from 2023-24**
  - **Expenditures of $83.4 million, increase of $1.7m from 2023-24**
  - **Net operating surplus of $788k, down $1.6 million from 2023-24**

- MPS's overall cash position remains solid with a projected cash balance of $36.2 million as of June 30, 2025.

## 2024-25 JULY BUDGET - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 715 | 564 | 405 | 144 | 239 | 121 | 287 | 405 | 520 | 440 | | 3,840 |
| ADA% | 93.17% | 93.30% | 91.95% | 89.60% | 91.93% | 92.80% | 93.56% | 92.50% | 94.21% | 93.98% | | 93.03% |
| Attendance | 666.17 | 526.21 | 372.40 | 129.02 | 219.71 | 112.29 | 268.52 | 374.63 | 489.89 | 413.51 | | 3,572.35 |
| | | | | | | | | | | | | |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,562,288 | 8,230,431 | 5,345,869 | 2,137,405 | 3,501,133 | 1,622,980 | 4,026,884 | 5,284,077 | 7,484,380 | 4,612,673 | - | 52,808,120 |
| Federal Revenue | 569,861 | 452,891 | 281,591 | 158,248 | 341,709 | 171,272 | 315,432 | 332,619 | 468,130 | 536,465 | - | 3,628,219 |
| Other State Revenues | 3,491,135 | 2,333,407 | 1,410,983 | 256,479 | 1,019,714 | 570,405 | 1,536,985 | 1,522,405 | 2,488,332 | 1,538,327 | - | 16,168,172 |
| Other Local Revenues | 232,217 | 152,100 | 33,068 | 319,552 | 41,713 | 133,203 | 292,745 | 387,198 | 163,673 | 117,000 | 9,733,331 | 11,605,801 |
| **Total Revenue** | 14,855,501 | 11,168,830 | 7,071,510 | 2,871,684 | 4,904,270 | 2,497,861 | 6,172,046 | 7,526,299 | 10,604,515 | 6,804,465 | 9,733,331 | 84,210,311 |
| | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,697,177 | 3,232,134 | 2,833,238 | 1,179,753 | 1,716,356 | 898,270 | 1,776,472 | 2,790,550 | 3,543,002 | 2,342,421 | - | 25,009,373 |
| Classified Salaries | 1,893,935 | 1,188,255 | 796,855 | 234,875 | 683,818 | 275,738 | 928,555 | 956,971 | 1,436,080 | 521,694 | 5,850,544 | 14,767,321 |
| Benefits | 2,218,079 | 1,610,827 | 1,338,539 | 543,721 | 890,913 | 439,144 | 921,088 | 1,266,304 | 1,795,612 | 991,809 | 1,941,292 | 13,957,327 |
| Books and Supplies | 517,067 | 559,868 | 224,519 | 102,165 | 272,185 | 108,452 | 208,078 | 255,904 | 392,891 | 353,949 | 110,931 | 3,106,008 |
| Services and Operations | 5,121,981 | 4,425,360 | 1,749,570 | 726,288 | 1,257,457 | 748,890 | 2,264,396 | 2,168,848 | 2,182,376 | 2,423,814 | 1,766,945 | 24,835,924 |
| Depreciation / Cap Outlay | 244,043 | 51,482 | 39,329 | 10,910 | 24,179 | 2,838 | 45,363 | 54,940 | 634,404 | 49,553 | 515 | 1,157,557 |
| Other Outflows | 15,000 | - | - | - | - | - | - | - | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | 14,707,281 | 11,067,927 | 6,982,050 | 2,797,712 | 4,844,908 | 2,473,332 | 6,143,952 | 7,493,517 | 10,555,193 | 6,686,421 | 9,670,227 | 83,422,519 |
| | | | | | | | | | | | | |
| **Net Revenue** | 148,220 | 100,903 | 89,460 | 73,972 | 59,361 | 24,529 | 28,094 | 32,781 | 49,322 | 118,045 | 63,104 | 787,793 |
| | | | | | | | | | | | | |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Net Revenue | 148,220 | 100,903 | 89,460 | 73,972 | 59,361 | 24,529 | 28,094 | 32,781 | 49,322 | 118,045 | 63,104 | 787,793 |
| **Projected Ending Balance** | 12,741,216 | 6,475,317 | 3,463,131 | 1,401,305 | 5,621,191 | 2,874,786 | 3,400,765 | 8,045,330 | 9,255,556 | 1,682,899 | 3,034,053 | 57,995,550 |
| Ending Bal. as % of Exp.: | 86.6% | 58.5% | 49.6% | 50.1% | 116.0% | 116.2% | 55.4% | 107.4% | 87.7% | 25.2% | 31.4% | 69.5% |

All MSA campuses and Home Office are projecting a budget surplus for 2024-25 fiscal year, resulting in an increase of $788k in fund balance. These projections will be updated at the First Interim Budget and will reflect the final state budget.

## 2023-24 ESTIMATED ACTUALS - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 714 | 532 | 389 | 124 | 218 | 111 | 280 | 404 | 504 | 439 | | 3,715 |
| ADA% | 92.82% | 93.12% | 91.02% | 89.19% | 89.74% | 93.32% | 93.65% | 91.84% | 94.48% | 94.09% | | 92.72% |
| Attendance | 662.71 | 495.41 | 354.05 | 110.60 | 195.64 | 103.58 | 262.23 | 371.04 | 476.18 | 413.05 | | 3,444.49 |
| | | | | | | | | | | | | |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,458,378 | 7,686,193 | 5,095,637 | 1,869,941 | 3,050,834 | 1,486,640 | 3,833,581 | 5,343,117 | 7,212,179 | 4,598,946 | - | 50,635,446 |
| Federal Revenue | 1,146,427 | 359,255 | 297,386 | 83,409 | 451,542 | 188,534 | 299,687 | 439,769 | 559,721 | 181,492 | - | 4,007,220 |
| Other State Revenues | 4,086,990 | 3,032,803 | 2,022,769 | 454,819 | 1,336,970 | 607,421 | 2,043,668 | 1,822,200 | 2,993,872 | 1,703,730 | - | 20,105,242 |
| Other Local Revenues | 328,217 | 171,716 | 26,068 | 294,863 | 29,713 | 118,428 | 273,519 | 371,619 | 151,673 | 85,000 | 7,369,537 | 9,220,354 |
| **Total Revenue** | 16,020,012 | 11,249,967 | 7,441,860 | 2,703,031 | 4,869,059 | 2,401,023 | 6,450,455 | 7,976,705 | 10,917,444 | 6,569,168 | 7,369,537 | 83,968,263 |
| | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,181,460 | 2,893,448 | 2,631,200 | 1,158,051 | 1,636,979 | 797,356 | 1,733,733 | 2,623,200 | 3,554,901 | 2,128,224 | - | 23,338,552 |
| Classified Salaries | 1,647,793 | 1,066,472 | 754,197 | 208,726 | 567,890 | 247,184 | 801,890 | 838,292 | 1,172,707 | 430,679 | 4,698,233 | 12,434,063 |
| Benefits | 2,044,360 | 1,411,591 | 1,305,773 | 512,006 | 775,205 | 389,274 | 848,545 | 1,163,214 | 1,788,381 | 883,670 | 1,605,924 | 12,727,943 |
| Books and Supplies | 1,011,237 | 679,869 | 329,939 | 117,165 | 343,285 | 108,452 | 265,174 | 553,796 | 544,091 | 365,449 | 113,931 | 4,432,387 |
| Services and Operations | 5,243,810 | 4,453,948 | 2,205,238 | 796,519 | 1,222,071 | 841,962 | 2,622,060 | 2,201,027 | 2,808,519 | 2,540,465 | 1,543,045 | 26,478,665 |
| Depreciation / Cap Outlay | 289,141 | 12,484 | 95,959 | 32,104 | 65,241 | 15,470 | 65,478 | 189,508 | 799,249 | 62,314 | 515 | 1,627,463 |
| Other Outflows | 15,000 | | - | | | | | | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | 14,432,801 | 10,517,813 | 7,322,306 | 2,824,571 | 4,610,670 | 2,399,699 | 6,336,879 | 7,569,038 | 11,238,676 | 6,413,980 | 7,961,648 | 81,628,080 |
| | | | | | | | | | | | | |
| **Net Revenue** | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| | | | | | | | | | | | | |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 11,005,785 | 5,642,260 | 3,254,116 | 1,448,873 | 5,303,440 | 2,848,933 | 3,259,094 | 7,604,881 | 9,527,466 | 1,409,667 | 3,563,059 | 54,867,574 |
| Net Revenue | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| **Projected Ending Balance** | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Ending Bal. as % of Exp.: | 87.3% | 60.6% | 46.1% | 47.0% | 120.6% | 118.8% | 53.2% | 105.9% | 81.9% | 24.4% | 37.3% | 70.1% |

These estimated actuals are preliminary, and results may vary due to year-end expenditures. We will keep the Board informed of any new updates as we move through the year-end closing.

**CONSOLIDATED**

| | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
|---|---|---|---|
| Projected Average Daily Attendance: | 3,444 | 3,572 | 128 |

**SUMMARY**

**Revenue**

| | | | |
|---|---|---|---|
| LCFF Entitlement | 50,635,446 | 52,808,120 | 2,172,674 |
| Federal Revenue | 4,007,220 | 3,628,219 | (379,002) |
| Other State Revenues | 20,105,242 | 16,168,172 | (3,937,071) |
| Other Local Revenues | 9,220,354 | 11,605,801 | 2,385,447 |
| **Total Revenue** | **83,968,263** | **84,210,311** | **242,049** |

**Expenditures**

| | | | |
|---|---|---|---|
| Certificated Salaries | 23,338,552 | 25,009,373 | 1,670,822 |
| Classified Salaries | 12,434,063 | 14,767,321 | 2,333,259 |
| Benefits | 12,727,943 | 13,957,327 | 1,229,384 |
| Books and Supplies | 4,432,387 | 3,106,008 | (1,326,379) |
| Services and Operating Exp. | 26,478,665 | 24,835,924 | (1,642,740) |
| Depreciation & Cap Outlay | 1,627,463 | 1,157,557 | (469,906) |
| Other Outflows | 589,008 | 589,008 | (0) |
| **Total Expenditures** | **81,628,080** | **83,422,519** | **1,794,439** |

| **Net Revenues** | **2,340,183** | **787,793** | **(1,552,390)** |
|---|---|---|---|

**Fund Balance**

| | | | |
|---|---|---|---|
| Beginning Balance (Audited) | 54,867,574 | 57,207,757 | |
| Net Revenues | 2,340,183 | 787,793 | |
| **Ending Fund Balance** | **57,207,757** | **57,995,550** | |

**Components of Fund Bal.**

| | | | |
|---|---|---|---|
| Available For Econ. Uncert. | | 37,956,628 | 45.5% of Exp. |
| Restricted Balances (Est.) | | 2,926,051 | 3.5% of Exp. |
| Net Fixed Assets | | 17,112,870 | 20.5% of Exp. |
| **Ending Fund Balance** | | **57,995,550** | **69.5% of Exp.** |

This 2024-25 July Budget allows MPS to end this fiscal year with fund balance of $57.9m, which is 70% of annual expenditures and allows our organization to maintain a healthy reserve.

**Monthly Cash Flow 2024-25**

| All MPS | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BEGINNING CASH | 37,700,689 | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,672,118 | 2,672,118 | 2,672,118 | 2,672,118 | 1,803,203 | 29,147,242 |
| LCFF: EPA | - | - | 2,448,472 | - | - | 2,448,472 | - | - | 2,425,888 | 22,585 | 22,585 | 22,585 | 2,403,303 | 9,793,890 |
| LCFF: ILPT | - | 832,019 | 1,664,039 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | 13,866,988 |
| Federal Revenue | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 1,193,400 | 3,628,219 |
| Other State Revenues | 812,408 | 812,408 | 1,317,881 | 1,540,259 | 1,317,881 | 1,317,881 | 1,654,163 | 1,317,881 | 1,090,418 | 1,312,796 | 1,090,418 | 1,090,418 | 1,493,363 | 16,168,172 |
| Other Local Revenues | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 750,718 | 11,605,801 |
| Total Revenue | 3,817,012 | 4,649,032 | 9,174,328 | 5,654,223 | 5,431,844 | 7,880,317 | 6,507,458 | 5,431,844 | 8,275,909 | 6,834,316 | 5,872,606 | 5,872,606 | 8,808,814 | 84,210,311 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 1,000,375 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 1,642,892 | 25,009,373 |
| Classified Salaries | 1,044,844 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 696,623 | 14,767,321 |
| Benefits | 699,665 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 820,983 | 13,957,327 |
| Books and Supplies | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 124,240 | 3,106,008 |
| Services and Operations | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,848,095 | 24,835,924 |
| Depreciation / Cap Outlay | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 21 | 1,157,557 |
| Other Outflows | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | - | 589,008 |
| Total Expenses | 5,054,562 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 5,132,854 | 83,422,519 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 5,491,956 | 2,745,978 | 2,745,978 | - | - | - | - | - | - | - | - | - | | 10,983,912 |
| Fixed Assets - Depreciation Addba | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | | 1,157,536 |
| Fixed Assets - Acquisitions | - | - | - | - | - | - | - | - | - | - | - | - | | - |
| Accounts Payable | (3,017,672) | (1,508,836) | (1,508,836) | - | - | - | - | - | - | - | - | - | | (6,035,344) |
| Other | (507) | (219,726) | (391,665) | (172,446) | (521,400) | (521,400) | (302,181) | (521,400) | (521,400) | (302,181) | (521,400) | (685,110) | | (4,680,816) |
| Total Other Transactions | 2,570,238 | 1,113,877 | 941,938 | (75,985) | (424,939) | (424,939) | (205,720) | (424,939) | (424,939) | (205,720) | (424,939) | (588,649) | | 1,425,289 |
| Total Change in Cash | 1,332,689 | (894,828) | 3,458,529 | (1,079,498) | (1,650,831) | 797,642 | (355,998) | (1,650,831) | 1,193,234 | (29,140) | (1,210,069) | (1,373,779) | | 2,213,081 |
| ENDING CASH | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | 36,237,810 | <<< = 159 days cash | |

- MPS's overall cash position is projected to remain positive with a projected cash balance of $36.2 million, which represents 159 days of average operating costs.

**Magnolia Public Schools**
**2017 Bonds**
**Debt Service Coverage**

| | MSA-1 | MSA-SA | MSA-SD |
|---|---|---|---|
| Net Income | $148,220 | $49,322 | $118,045 |
| Add Back: Depreciation | $244,043 | $634,404 | $49,553 |
| Add Back: Base Rent | $1,732,018 | $570,828 | $757,253 |
| Add Back: 50% of CMO Fee | $553,116 | $276,558 | $224,703 |
| Net Income Available For Debt Service | **$2,677,397** | **$1,531,112** | **$1,149,554** |
| Debt Service/Base Rent | $1,732,018 | $570,828 | $757,253 |
| | | | |
| **Debt Service Coverage** | **1.55** | **2.68** | **1.52** |
| Limit | 1.10 | 1.10 | 1.10 |
| Compliance | **Yes** | **Yes** | **Yes** |
| | | | |
| **Days Cash on Hand** | **179** | **76** | **51** |
| Limit | 45 | 45 | 45 |
| Compliance | **Yes** | **Yes** | **Yes** |

With July Budget projections, MSA-1, SA, and SD are expected to meet the
Debt Service Coverage requirements.

# QUESTIONS & COMMENTS

# 2024-25 July Budget

## June 2024 Board Meeting

## 2023-24 ESTIMATED ACTUALS - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Enrollment** | 714 | 532 | 389 | 124 | 218 | 111 | 280 | 404 | 504 | 439 | | 3,715 |
| **Attendance (P-2 ADA)** | 662.71 | 495.41 | 354.05 | 110.60 | 195.64 | 103.58 | 262.23 | 371.04 | 476.18 | 413.05 | | 3,444.49 |
| | | | | | | | | | | | | |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,458,378 | 7,686,193 | 5,095,637 | 1,869,941 | 3,050,834 | 1,486,640 | 3,833,581 | 5,343,117 | 7,212,179 | 4,598,946 | - | 50,635,446 |
| Federal Revenue | 1,146,427 | 359,255 | 297,386 | 83,409 | 451,542 | 188,534 | 299,687 | 439,769 | 559,721 | 181,492 | - | 4,007,220 |
| Other State Revenues | 4,086,990 | 3,032,803 | 2,022,769 | 454,819 | 1,336,970 | 607,421 | 2,043,668 | 1,822,200 | 2,993,872 | 1,703,730 | - | 20,105,242 |
| Other Local Revenues | 328,217 | 171,716 | 26,068 | 294,863 | 29,713 | 118,428 | 273,519 | 371,619 | 151,673 | 85,000 | 7,369,537 | 9,220,354 |
| **Total Revenue** | 16,020,012 | 11,249,967 | 7,441,860 | 2,703,031 | 4,869,059 | 2,401,023 | 6,450,455 | 7,976,705 | 10,917,444 | 6,569,168 | 7,369,537 | 83,968,263 |
| | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,181,460 | 2,893,448 | 2,631,200 | 1,158,051 | 1,636,979 | 797,356 | 1,733,733 | 2,623,200 | 3,554,901 | 2,128,224 | - | 23,338,552 |
| Classified Salaries | 1,647,793 | 1,066,472 | 754,197 | 208,726 | 567,890 | 247,184 | 801,890 | 838,292 | 1,172,707 | 430,679 | 4,698,233 | 12,434,063 |
| Benefits | 2,044,360 | 1,411,591 | 1,305,773 | 512,006 | 775,205 | 389,274 | 848,545 | 1,163,214 | 1,788,381 | 883,670 | 1,605,924 | 12,727,943 |
| Books and Supplies | 1,011,237 | 679,869 | 329,939 | 117,165 | 343,285 | 108,452 | 265,174 | 553,796 | 544,091 | 365,449 | 113,931 | 4,432,387 |
| Services and Operations | 5,243,810 | 4,453,948 | 2,205,238 | 796,519 | 1,222,071 | 841,962 | 2,622,060 | 2,201,027 | 2,808,519 | 2,540,465 | 1,543,045 | 26,478,665 |
| Depreciation / Cap Outlay | 289,141 | 12,484 | 95,959 | 32,104 | 65,241 | 15,470 | 65,478 | 189,508 | 799,249 | 62,314 | 515 | 1,627,463 |
| Other Outflows | 15,000 | - | - | - | - | - | - | - | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | 14,432,801 | 10,517,813 | 7,322,306 | 2,824,571 | 4,610,670 | 2,399,699 | 6,336,879 | 7,569,038 | 11,238,676 | 6,413,980 | 7,961,648 | 81,628,080 |
| | | | | | | | | | | | | |
| **Net Revenue** | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| | | | | | | | | | | | | |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 11,005,785 | 5,642,260 | 3,254,116 | 1,448,873 | 5,303,440 | 2,848,933 | 3,259,094 | 7,604,881 | 9,527,466 | 1,409,667 | 3,563,059 | 54,867,574 |
| Net Revenue | 1,587,211 | 732,154 | 119,555 | (121,540) | 258,389 | 1,325 | 113,576 | 407,667 | (321,232) | 155,188 | (592,111) | 2,340,183 |
| **Projected Ending Balance** | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Ending Bal. as % of Exp.: | 87.3% | 60.6% | 46.1% | 47.0% | 120.6% | 118.8% | 53.2% | 105.9% | 81.9% | 24.4% | 37.3% | 70.1% |

DMS
DELTA MANAGED SOLUTIONS

## 2024-25 JULY BUDGET - BY SITE

| | MSA-1 | MSA-2 | MSA-3 | MSA-4 | MSA-5 | MSA-6 | MSA-7 | MSA-8 | MSA-SA | MSA-SD | MERF | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Enrollment | 715 | 564 | 405 | 144 | 239 | 121 | 287 | 405 | 520 | 440 | | 3,840 |
| Attendance | 666.17 | 526.21 | 372.40 | 129.02 | 219.71 | 112.29 | 268.52 | 374.63 | 489.89 | 413.51 | | 3,572.35 |
| | | | | | | | | | | | | |
| **Revenue** | | | | | | | | | | | | |
| LCFF Entitlement | 10,562,288 | 8,230,431 | 5,345,869 | 2,137,405 | 3,501,133 | 1,622,980 | 4,026,884 | 5,284,077 | 7,484,380 | 4,612,673 | - | 52,808,120 |
| Federal Revenue | 569,861 | 452,891 | 281,591 | 158,248 | 341,709 | 171,272 | 315,432 | 332,619 | 468,130 | 536,465 | - | 3,628,219 |
| Other State Revenues | 3,491,135 | 2,333,407 | 1,410,983 | 256,479 | 1,019,714 | 570,405 | 1,536,985 | 1,522,405 | 2,488,332 | 1,538,327 | - | 16,168,172 |
| Other Local Revenues | 232,217 | 152,100 | 33,068 | 319,552 | 41,713 | 133,203 | 292,745 | 387,198 | 163,673 | 117,000 | 9,733,331 | 11,605,801 |
| **Total Revenue** | **14,855,501** | **11,168,830** | **7,071,510** | **2,871,684** | **4,904,270** | **2,497,861** | **6,172,046** | **7,526,299** | **10,604,515** | **6,804,465** | **9,733,331** | **84,210,311** |
| | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | |
| Certificated Salaries | 4,697,177 | 3,232,134 | 2,833,238 | 1,179,753 | 1,716,356 | 898,270 | 1,776,472 | 2,790,550 | 3,543,002 | 2,342,421 | - | 25,009,373 |
| Classified Salaries | 1,893,935 | 1,188,255 | 796,855 | 234,875 | 683,818 | 275,738 | 928,555 | 956,971 | 1,436,080 | 521,694 | 5,850,544 | 14,767,321 |
| Benefits | 2,218,079 | 1,610,827 | 1,338,539 | 543,721 | 890,913 | 439,144 | 921,088 | 1,266,304 | 1,795,612 | 991,809 | 1,941,292 | 13,957,327 |
| Books and Supplies | 517,067 | 559,868 | 224,519 | 102,165 | 272,185 | 108,452 | 208,078 | 255,904 | 392,891 | 353,949 | 110,931 | 3,106,008 |
| Services and Operations | 5,121,981 | 4,425,360 | 1,749,570 | 726,288 | 1,257,457 | 748,890 | 2,264,396 | 2,168,848 | 2,182,376 | 2,423,814 | 1,766,945 | 24,835,924 |
| Depreciation / Cap Outlay | 244,043 | 51,482 | 39,329 | 10,910 | 24,179 | 2,838 | 45,363 | 54,940 | 634,404 | 49,553 | 515 | 1,157,557 |
| Other Outflows | 15,000 | - | - | - | - | - | - | - | 570,828 | 3,180 | - | 589,008 |
| **Total Expenses** | **14,707,281** | **11,067,927** | **6,982,050** | **2,797,712** | **4,844,908** | **2,473,332** | **6,143,952** | **7,493,517** | **10,555,193** | **6,686,421** | **9,670,227** | **83,422,519** |
| | | | | | | | | | | | | |
| **Net Revenue** | **148,220** | **100,903** | **89,460** | **73,972** | **59,361** | **24,529** | **28,094** | **32,781** | **49,322** | **118,045** | **63,104** | **787,793** |
| | | | | | | | | | | | | |
| **Fund Balance** | | | | | | | | | | | | |
| Beginning Balance | 12,592,996 | 6,374,414 | 3,373,671 | 1,327,333 | 5,561,829 | 2,850,258 | 3,372,670 | 8,012,548 | 9,206,234 | 1,564,855 | 2,970,948 | 57,207,757 |
| Net Revenue | 148,220 | 100,903 | 89,460 | 73,972 | 59,361 | 24,529 | 28,094 | 32,781 | 49,322 | 118,045 | 63,104 | 787,793 |
| **Projected Ending Balance** | **12,741,216** | **6,475,317** | **3,463,131** | **1,401,305** | **5,621,191** | **2,874,786** | **3,400,765** | **8,045,330** | **9,255,556** | **1,682,899** | **3,034,053** | **57,995,550** |
| Ending Bal. as % of Exp.: | 86.6% | 58.5% | 49.6% | 50.1% | 116.0% | 116.2% | 55.4% | 107.4% | 87.7% | 25.2% | 31.4% | 69.5% |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 3,444 | 3,572 | 128 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 50,635,446 | 52,808,120 | 2,172,674 |
| Federal Revenue | 4,007,220 | 3,628,219 | (379,002) |
| Other State Revenues | 20,105,242 | 16,168,172 | (3,937,071) |
| Other Local Revenues | 9,220,354 | 11,605,801 | 2,385,447 |
| **Total Revenue** | **83,968,263** | **84,210,311** | **242,049** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 23,338,552 | 25,009,373 | 1,670,822 |
| Classified Salaries | 12,434,063 | 14,767,321 | 2,333,259 |
| Benefits | 12,727,943 | 13,957,327 | 1,229,384 |
| Books and Supplies | 4,432,387 | 3,106,008 | (1,326,379) |
| Services and Operating Exp. | 26,478,665 | 24,835,924 | (1,642,740) |
| Depreciation & Cap Outlay | 1,627,463 | 1,157,557 | (469,906) |
| Other Outflows | 589,008 | 589,008 | (0) |
| **Total Expenditures** | **81,628,080** | **83,422,519** | **1,794,439** |
| | | | |
| **Net Revenues** | **2,340,183** | **787,793** | **(1,552,390)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Audited) | 54,867,574 | 57,207,757 | |
| Net Revenues | 2,340,183 | 787,793 | |
| **Ending Fund Balance** | **57,207,757** | **57,995,550** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 37,956,628 | 45.5% of Exp. |
| Restricted Balances (Est.) | | 2,926,051 | 3.5% of Exp. |
| Net Fixed Assets | | 17,112,870 | 20.5% of Exp. |
| **Ending Fund Balance** | | **57,995,550** | **69.5% of Exp.** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **REVENUE** | | | |
| **LCFF Entitlement** | | | |
| 8011 State Aid | 29,424,816 | 29,147,242 | (277,574) |
| 8012 EPA Entitlement | 8,674,219 | 9,793,890 | 1,119,671 |
| 8019 Prior Year Adjustments | - | - | - |
| 8096 InLieuPropTaxes | 12,536,411 | 13,866,988 | 1,330,577 |
| **SUBTOTAL - LCFF Entitlement** | **50,635,446** | **52,808,120** | **2,172,674** |
| | | | |
| **Federal Revenue** | | | |
| 8181 SpEd - Revenue | 346,271 | 436,000 | 89,730 |
| 8220 SchLunchFederal | - | - | - |
| 8285 SpEd - Revenue | 204,050 | 234,893 | 30,843 |
| 8290 All Other Federal Revenue | 3,456,899 | 2,957,325 | (499,575) |
| 8295 Prior Year Adjustments (Fed Rev) | - | - | - |
| **SUBTOTAL - Federal Revenue** | **4,007,220** | **3,628,219** | **(379,002)** |
| | | | |
| **Other State Revenue** | | | |
| 8311 SpEd Revenue | 2,222,548 | 2,527,931 | 305,383 |
| 8520 SchoolNutrState | - | - | - |
| 8550 MandCstReimburs | 107,112 | 113,904 | 6,793 |
| 8560 StateLotteryRev | 851,763 | 889,514 | 37,751 |
| 8590 AllOthStateRev | 16,923,820 | 12,636,822 | (4,286,997) |
| 8595 Prior Year Adjustments (Other State Rev) | - | - | - |
| **SUBTOTAL - Other State Revenue** | **20,105,242** | **16,168,172** | **(3,937,071)** |
| | | | |
| **Local Revenue** | | | |
| 8600 Other Local Rev | 610,138 | 557,638 | (52,500) |
| 8634 StudentLunchFee | 2,000 | 2,000 | - |
| 8650 Leases &Rentals | - | - | - |
| 8660 Interest | 24,000 | 24,000 | - |
| 8698 OthRev-Suspense | - | - | - |
| 8701 CMO Fee - MSA-1 | 1,106,231 | 1,106,231 | 0 |
| 8702 CMO Fee - MSA-2 | 1,106,231 | 1,106,231 | 0 |
| 8703 CMO Fee - MSA-3 | 795,103 | 495,103 | (300,000) |
| 8704 CMO Fee - MSA-4 | 172,849 | 172,849 | 0 |
| 8705 CMO Fee - MSA-5 | 207,418 | 207,418 | (0) |
| 8706 CMO Fee - MSA-6 | 172,849 | 172,849 | 0 |
| 8707 CMO Fee - MSA-7 | 553,115 | 253,115 | (300,000) |
| 8708 CMO Fee - MSA-8 | 795,103 | 795,103 | (0) |
| 8709 CMO Fee - MSA-SA | 1,106,231 | 553,116 | (553,115) |
| 8712 CMO Fee - MSA-SD | 449,406 | 449,406 | (0) |
| 8690 Prior Year Adj (Local1) | - | - | - |
| 8677 SpEd Revenue | 808,602 | 70,500 | (738,102) |
| 8699 Other Revenue | 1,061,751 | 5,398,031 | 4,336,280 |
| 8999 Misc Revenue (Suspense) | 2,000 | 2,000 | - |
| **SUBTOTAL - Local Revenue** | **8,973,027** | **11,365,590** | **2,392,563** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802  Donations - Private | 57,312 | 50,196 | (7,116) |
| 8803  Fundraising | 190,015 | 190,015 | (0) |
| SUBTOTAL - Fundraising & Grants | **247,327** | **240,211** | **(7,116)** |
| | | | |
| **TOTAL REVENUE** | **83,968,263** | **84,210,311** | **242,049** |
| | | | |
| **EXPENSES** | | | |
| | | | |
| **Certificated Salaries** | | | |
| 1100  TeacherSalaries | 17,504,617 | 18,620,970 | 1,116,352 |
| 1200  Cert Aid | 1,629,078 | 2,041,687 | 412,609 |
| 1300  Cert Adminis | 4,204,856 | 4,346,716 | 141,860 |
| SUBTOTAL - Certificated Salaries | **23,338,552** | **25,009,373** | **1,670,822** |
| | | | |
| **Classified Salaries** | | | |
| 2100  Instructional Aides | 2,427,733 | 2,654,906 | 227,173 |
| 2200  Classified Support | 2,805,340 | 3,348,903 | 543,564 |
| 2300  Classified Admin | - | - | - |
| 2400  Clerical & Tech | 7,004,090 | 8,600,673 | 1,596,583 |
| 2900  OtherClassStaff | 196,900 | 162,839 | (34,061) |
| SUBTOTAL - Classified Salaries | **12,434,063** | **14,767,321** | **2,333,259** |
| | | | |
| **Employee Benefits** | | | |
| 3101  STRS-Certified | 3,805,283 | 3,859,174 | 53,892 |
| 3102  STRS-Classified | 883,958 | 1,142,636 | 258,678 |
| 3201  PERS-Cert | 596,236 | 871,525 | 275,289 |
| 3202  PERS-Classified | 963,673 | 1,074,728 | 111,055 |
| 3301  OASDI/Med-Cert | 460,791 | 548,326 | 87,534 |
| 3302  OASDI/Med-Class | 500,662 | 578,840 | 78,178 |
| 3401  HlthWelfareCert | 3,170,007 | 3,286,873 | 116,865 |
| 3402  HlthWelfareCert | 1,613,559 | 1,855,516 | 241,957 |
| 3501  UI-Certificated | 120,344 | 117,163 | (3,181) |
| 3502  UI-Classified | 66,558 | 49,814 | (16,744) |
| 3601  WorkersCmp-Cert | 209,786 | 123,130 | (86,656) |
| 3602  WorkersCmp-Class | 172,969 | 119,565 | (53,404) |
| 3701  Other Retirement-Cert | - | - | - |
| 3901  OthBenes-Cert | - | - | - |
| 3902  OthBenes-Class | 164,116 | 330,037 | 165,921 |
| SUBTOTAL - Employee Benefits | **12,727,943** | **13,957,327** | **1,229,384** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100    Text&CoreCurric | 1,020,601 | 493,598 | (527,003) |
| 4200    BooksOthRefMats | 84,790 | 30,290 | (54,500) |
| 4300    Materials and Supplies | 51,000 | 31,000 | (20,000) |
| 4310    Ins Mats & Sups | 218,146 | 184,375 | (33,771) |
| 4315    OthrSupplies | 38,071 | 28,071 | (10,000) |
| 4320    Office Supplies | 238,020 | 214,820 | (23,200) |
| 4325    ProfDevMat&Sups | - | - | - |
| 4326    Arts&MusicSupps | 131,028 | 131,028 | - |
| 4335    PE Supplies | 83,350 | 73,350 | (10,000) |
| 4340    Educat Software | 633,986 | 553,621 | (80,365) |
| 4345    NonInstStdntSup | 575,951 | 442,151 | (133,800) |
| 4346    TeacherSupplies | 41,660 | 41,660 | - |
| 4350    Cust. Supplies | 160,360 | 132,360 | (28,000) |
| 4351    Yearbook | 1,000 | 1,000 | (0) |
| 4390    Uniforms | 164,080 | 164,080 | (0) |
| 4400    NonCapEquip-Gen | 170,031 | 144,131 | (25,900) |
| 4410    ClssrmFrnEqp<5k | 24,960 | 19,560 | (5,400) |
| 4430    OffceFurnEqp<5k | 66,430 | 44,270 | (22,160) |
| 4440    Computers <$5k | 439,340 | 127,060 | (312,280) |
| 4461    Fixed Asset Susp (Imp) | - | - | - |
| 4464    Equipment (Pre-Cap) | 27,900 | 27,900 | - |
| 4710    Food | 69,700 | 39,700 | (30,000) |
| 4720    Food:Other Food | 191,102 | 181,102 | (10,000) |
| 4990    Prior Year Adj (Mat'ls) | - | - | - |
| 4999    Misc Expenditure (Suspense) | 880 | 880 | - |
| **SUBTOTAL - Books and Supplies** | **4,432,387** | **3,106,008** | **(1,326,379)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 6,464,536 | 5,311,421 | (1,153,115) |
| 5200 Travel - General | 3,120 | 3,120 | - |
| 5205 Conference Fees | 24,940 | 48,260 | 23,320 |
| 5210 MilesParkTolls | 31,350 | 36,770 | 5,420 |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 73,770 | 77,770 | 4,000 |
| 5300 DuesMemberships | 155,450 | 155,450 | - |
| 5450 Other Insurance | 747,460 | 747,460 | (0) |
| 5500 OpsHousekeeping | 625,036 | 587,976 | (37,060) |
| 5510 Gas & Electric | 398,090 | 518,090 | 120,000 |
| 5610 Rent & Leases | 3,755,726 | 3,804,218 | 48,492 |
| 5611 Rent & Leases- Interest | 2,220,495 | 2,220,495 | - |
| 5620 EquipmentLeases | 236,012 | 236,012 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 504,393 | 319,620 | (184,773) |
| 5800 ProfessServices | 2,528,716 | 2,433,798 | (94,918) |
| 5810 Legal | 329,600 | 253,100 | (76,500) |
| 5813 SchPrgAftSchool | 847,664 | 962,710 | 115,046 |
| 5814 SchPrgAcadComps | 17,330 | 17,330 | - |
| 5819 SchlProgs-Other | 874,621 | 888,006 | 13,386 |
| 5820 Audit & CPA | 108,390 | 108,390 | - |
| 5825 DMSBusinessSvcs | 772,000 | 772,000 | - |
| 5835 Field Trips | 265,270 | 321,490 | 56,220 |
| 5836 FieldTrip Trans | 437,860 | 379,900 | (57,960) |
| 5840 MarkngStdtRecrt | 368,930 | 294,930 | (74,000) |
| 5850 Oversight Fees | 506,994 | 506,994 | - |
| 5857 Payroll Fees | 215,540 | 215,540 | - |
| 5860 Service Fees | 45,790 | 45,790 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 254,714 | 255,474 | 760 |
| 5864 Prof Dev-Other | 243,322 | 202,777 | (40,545) |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 1,314,881 | 1,266,018 | (48,863) |
| 5870 Livescan | 9,994 | 9,994 | (0) |
| 5872 SPED Fees (incl Encroachment) | 159,144 | 159,144 | - |
| 5875 Staff Recruiting | 13,500 | 15,000 | 1,500 |
| 5884 Substitutes | 997,900 | 783,000 | (214,900) |
| 5890 OthSvcsNon-Inst | 530 | 530 | (0) |
| 5900 Communications | 45,160 | 45,160 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 345,940 | 330,940 | (15,000) |
| 5930 PostageDelivery | 63,640 | 63,640 | - |
| 5940 Technology | 470,857 | 437,607 | (33,250) |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **26,478,665** | **24,835,924** | **(1,642,740)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **CONSOLIDATED** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6100    Site Improvement (Pre-Capitalization) | - | - | - |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 1,627,463 | 1,157,557 | (469,906) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **1,627,463** | **1,157,557** | **(469,906)** |
| | | | |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | 589,008 | 589,008 | (0) |
| **SUBTOTAL - Other Outflows** | **589,008** | **589,008** | **(0)** |
| | | | |
| **TOTAL EXPENSES** | **81,628,080** | **83,422,519** | **1,794,439** |

**Monthly Cash Flow 2024-25**

| All MPS | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Accruals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | TOTAL |
| **BEGINNING CASH** | 37,700,689 | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,081,946 | 2,672,118 | 2,672,118 | 2,672,118 | 2,672,118 | 1,803,203 | **29,147,242** |
| LCFF: EPA | - | - | 2,448,472 | - | - | 2,448,472 | - | - | 2,425,888 | 22,585 | 22,585 | 22,585 | 2,403,303 | **9,793,890** |
| LCFF: ILPT | - | 832,019 | 1,664,039 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,109,359 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | 1,164,827 | **13,866,988** |
| Federal Revenue | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 757,400 | 18,069 | 18,069 | 1,193,400 | **3,628,219** |
| Other State Revenues | 812,408 | 812,408 | 1,317,881 | 1,540,259 | 1,317,881 | 1,317,881 | 1,654,163 | 1,317,881 | 1,090,418 | 1,312,796 | 1,090,418 | 1,090,418 | 1,493,363 | **16,168,172** |
| Other Local Revenues | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 904,590 | 750,718 | **11,605,801** |
| **Total Revenue** | 3,817,012 | 4,649,032 | 9,174,328 | 5,654,223 | 5,431,844 | 7,880,317 | 6,507,458 | 5,431,844 | 8,275,909 | 6,834,316 | 5,872,606 | 5,872,606 | 8,808,814 | 84,210,311 |
| | | | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 1,000,375 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 2,033,282 | 1,642,892 | **25,009,373** |
| Classified Salaries | 1,044,844 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 1,184,169 | 696,623 | **14,767,321** |
| Benefits | 699,665 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 1,130,607 | 820,983 | **13,957,327** |
| Books and Supplies | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 248,481 | 124,240 | **3,106,008** |
| Services and Operations | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,915,652 | 1,848,095 | **24,835,924** |
| Depreciation / Cap Outlay | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 21 | **1,157,557** |
| Other Outflows | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | 49,084 | - | **589,008** |
| **Total Expenses** | 5,054,562 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 6,657,737 | 5,132,854 | 83,422,519 |
| | | | | | | | | | | | | | | |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 5,491,956 | 2,745,978 | 2,745,978 | - | - | - | - | - | - | - | - | - | | **10,983,912** |
| Fixed Assets - Depreciation Addba | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | 96,461 | | **1,157,536** |
| Fixed Assets - Acquisitions | - | - | - | - | - | - | - | - | - | - | - | - | | **-** |
| Accounts Payable | (3,017,672) | (1,508,836) | (1,508,836) | - | - | - | - | - | - | - | - | - | | **(6,035,344)** |
| Other | (507) | (219,726) | (391,665) | (172,446) | (521,400) | (521,400) | (302,181) | (521,400) | (521,400) | (302,181) | (521,400) | (685,110) | | **(4,680,816)** |
| **Total Other Transactions** | 2,570,238 | 1,113,877 | 941,938 | (75,985) | (424,939) | (424,939) | (205,720) | (424,939) | (424,939) | (205,720) | (424,939) | (588,649) | | 1,425,289 |
| | | | | | | | | | | | | | | |
| **Total Change in Cash** | 1,332,689 | (894,828) | 3,458,529 | (1,079,498) | (1,650,831) | 797,642 | (355,998) | (1,650,831) | 1,193,234 | (29,140) | (1,210,069) | (1,373,779) | | 2,213,081 |
| | | | | | | | | | | | | | | |
| **ENDING CASH** | 39,033,378 | 38,138,550 | 41,597,080 | 40,517,581 | 38,866,751 | 39,664,392 | 39,308,394 | 37,657,564 | 38,850,798 | 38,821,658 | 37,611,589 | 36,237,810 | <<< = 159 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 1** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 663 | 666 | 3.46 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 10,458,378 | 10,562,288 | 103,910 |
| Federal Revenue | 1,146,427 | 569,861 | (576,565) |
| Other State Revenues | 4,086,990 | 3,491,135 | (595,855) |
| Other Local Revenues | 328,217 | 232,217 | (96,000) |
| **Total Revenue** | **16,020,012** | **14,855,501** | **(1,164,510)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 4,181,460 | 4,697,177 | 515,716 |
| Classified Salaries | 1,647,793 | 1,893,935 | 246,142 |
| Benefits | 2,044,360 | 2,218,079 | 173,719 |
| Books and Supplies | 1,011,237 | 517,067 | (494,170) |
| Services and Operating Exp. | 5,243,810 | 5,121,981 | (121,830) |
| Depreciation & Cap Outlay | 289,141 | 244,043 | (45,098) |
| Other Outflows | 15,000 | 15,000 | - |
| **Total Expenditures** | **14,432,801** | **14,707,281** | **274,480** |
| | | | |
| **Net Revenues** | **1,587,211** | **148,220** | **(1,438,990)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 11,005,785 | 12,592,996 | |
| Net Revenues | 1,587,211 | 148,220 | |
| **Ending Fund Balance** | **12,592,996** | **12,741,216** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 6,244,895 | 42.5% of Expenditures |
| Restricted Balances (Est.) | | 247,921 | 1.7% of Expenditures |
| Net Fixed Assets | | 6,248,400 | 42.5% of Expenditures |
| **Ending Fund Balance** | | **12,741,216** | **86.6% of Expenditures** |

DMS
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 1** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| | | | |
| **REVENUE** | | | |
| **LCFF Entitlement** | | | |
| 8011 State Aid | 5,813,609 | 5,538,404 | (275,205) |
| 8012 EPA Entitlement | 2,289,851 | 2,512,820 | 222,969 |
| 8019 Prior Year Adjustments | - | - | - |
| 8096 InLieuPropTaxes | 2,354,918 | 2,511,064 | 156,146 |
| **SUBTOTAL - LCFF Entitlement** | **10,458,378** | **10,562,288** | **103,910** |
| | | | |
| **Federal Revenue** | | | |
| 8181 SpEd - Revenue | 87,513 | 111,339 | 23,826 |
| 8220 SchLunchFederal | - | - | - |
| 8285 SpEd - Revenue | - | - | - |
| 8290 All Other Federal Revenue | 1,058,913 | 458,522 | (600,391) |
| 8295 Prior Year Adjustments (Fed Rev) | - | - | - |
| **SUBTOTAL - Federal Revenue** | **1,146,427** | **569,861** | **(576,565)** |
| | | | |
| **Other State Revenue** | | | |
| 8311 SpEd Revenue | 561,752 | 626,521 | 64,769 |
| 8520 SchoolNutrState | - | - | - |
| 8550 MandCstReimburs | 25,204 | 26,090 | 886 |
| 8560 StateLotteryRev | 162,500 | 165,875 | 3,375 |
| 8590 AllOthStateRev | 3,337,534 | 2,672,649 | (664,885) |
| 8595 Prior Year Adjustments (Other State Rev) | - | - | - |
| **SUBTOTAL - Other State Revenue** | **4,086,990** | **3,491,135** | **(595,855)** |
| | | | |
| **Local Revenue** | | | |
| 8600 Other Local Rev | 312,395 | 216,395 | (96,000) |
| 8660 Interest | - | - | - |
| 8698 OthRev-Suspense | - | - | - |
| 8690 Prior Year Adj (Local1) | - | - | - |
| 8677 SpEd Revenue | - | - | - |
| 8699 Other Revenue | - | - | - |
| 8999 Misc Revenue (Suspense) | - | - | - |
| **SUBTOTAL - Local Revenue** | **312,395** | **216,395** | **(96,000)** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 1** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Fundraising & Grants** | | | |
| 8802   Donations - Private | 7,116 | 7,116 | - |
| 8803   Fundraising | 8,706 | 8,706 | 0 |
| **SUBTOTAL - Fundraising & Grants** | **15,822** | **15,822** | **0** |
| | | | |
| **TOTAL REVENUE** | **16,020,012** | **14,855,501** | **(1,164,510)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100   TeacherSalaries | 3,209,293 | 3,550,705 | 341,412 |
| 1200   Cert Aid | 256,087 | 432,806 | 176,719 |
| 1300   Cert Adminis | 716,080 | 713,666 | (2,414) |
| **SUBTOTAL - Certificated Salaries** | **4,181,460** | **4,697,177** | **515,716** |
| **Classified Salaries** | | | |
| 2100   Instructional Aides | 615,687 | 725,354 | 109,666 |
| 2200   Classified Support | 535,732 | 650,837 | 115,105 |
| 2300   Classified Admin | - | - | - |
| 2400   Clerical & Tech | 496,373 | 517,744 | 21,371 |
| 2900   OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **1,647,793** | **1,893,935** | **246,142** |
| **Employee Benefits** | | | |
| 3101   STRS-Certified | 654,442 | 671,583 | 17,140 |
| 3102   STRS-Classified | 94,528 | 151,401 | 56,873 |
| 3201   PERS-Cert | 139,405 | 218,715 | 79,310 |
| 3202   PERS-Classified | 190,522 | 171,215 | (19,307) |
| 3301   OASDI/Med-Cert | 89,232 | 117,489 | 28,258 |
| 3302   OASDI/Med-Class | 61,710 | 63,243 | 1,533 |
| 3401   HlthWelfareCert | 519,790 | 546,170 | 26,380 |
| 3402   HlthWelfareCert | 219,600 | 249,497 | 29,897 |
| 3501   UI-Certificated | 25,716 | 21,631 | (4,085) |
| 3502   UI-Classified | - | 7,134 | 7,134 |
| 3601   WorkersCmp-Cert | 49,414 | - | (49,414) |
| 3602   WorkersCmp-Class | - | - | - |
| 3701   Other Retirement-Cert | - | - | - |
| 3901   OthBenes-Cert | - | - | - |
| 3902   OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **2,044,360** | **2,218,079** | **173,719** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 1** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| | | | |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 150,000 | 50,000 | (100,000) |
| 4200 BooksOthRefMats | 8,500 | 4,000 | (4,500) |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 58,770 | 25,000 | (33,770) |
| 4315 OthrSupplies | 25,000 | 15,000 | (10,000) |
| 4320 Office Supplies | 25,000 | 25,000 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 5,000 | 5,000 | - |
| 4335 PE Supplies | 25,000 | 15,000 | (10,000) |
| 4340 Educat Software | 112,656 | 96,756 | (15,900) |
| 4345 NonInstStdntSup | 97,198 | 67,198 | (30,000) |
| 4346 TeacherSupplies | 5,000 | 5,000 | - |
| 4350 Cust. Supplies | 60,000 | 40,000 | (20,000) |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 30,000 | 30,000 | (0) |
| 4400 NonCapEquip-Gen | 32,891 | 32,891 | (0) |
| 4410 ClssrmFrnEqp<5k | - | - | - |
| 4430 OffceFurnEqp<5k | 40,000 | 20,000 | (20,000) |
| 4440 Computers <$5k | 300,000 | 50,000 | (250,000) |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 10,000 | 10,000 | - |
| 4710 Food | 5,000 | 5,000 | - |
| 4720 Food:Other Food | 21,222 | 21,222 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **1,011,237** | **517,067** | **(494,170)** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA 1** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | | |
| 5101 | CMO Fees | 1,106,231 | 1,106,231 | 0 |
| 5200 | Travel - General | - | - | - |
| 5205 | Conference Fees | 1,000 | 1,000 | (0) |
| 5210 | MilesParkTolls | 1,000 | 1,000 | - |
| 5215 | TravConferences | - | - | - |
| 5220 | TraLodging | 7,000 | 7,000 | (0) |
| 5300 | DuesMemberships | 25,000 | 25,000 | (0) |
| 5450 | Other Insurance | 186,000 | 186,000 | - |
| 5500 | OpsHousekeeping | 221,000 | 221,000 | (0) |
| 5510 | Gas & Electric | 95,000 | 95,000 | - |
| 5610 | Rent & Leases | 864,849 | 864,849 | - |
| 5611 | Rent & Leases- Interest | 867,169 | 867,169 | - |
| 5620 | EquipmentLeases | 90,000 | 90,000 | - |
| 5621 | EquipmentLeases- Interest | - | - | - |
| 5630 | Reps&MaintBldng | 186,233 | 150,000 | (36,233) |
| 5800 | ProfessServices | 443,820 | 347,948 | (95,872) |
| 5810 | Legal | 35,000 | 35,000 | - |
| 5813 | SchPrgAftSchool | 137,737 | 137,737 | - |
| 5814 | SchPrgAcadComps | 7,500 | 7,500 | - |
| 5819 | SchlProgs-Other | 88,600 | 88,600 | - |
| 5820 | Audit & CPA | 9,000 | 9,000 | - |
| 5825 | DMSBusinessSvcs | - | - | - |
| 5835 | Field Trips | 20,000 | 50,000 | 30,000 |
| 5836 | FieldTrip Trans | 80,000 | 100,000 | 20,000 |
| 5840 | MarkngStdtRecrt | 75,000 | 50,000 | (25,000) |
| 5850 | Oversight Fees | 102,575 | 102,575 | - |
| 5857 | Payroll Fees | 30,000 | 30,000 | - |
| 5860 | Service Fees | 16,000 | 16,000 | - |
| 5861 | Prior Year Services | - | - | - |
| 5863 | Prof Developmnt | 48,272 | 48,272 | (0) |
| 5864 | Prof Dev-Other | 18,062 | 18,062 | (0) |
| 5865 | Professional Development LLM | - | - | - |
| 5869 | SpEd Ctrct Inst | 184,609 | 184,609 | - |
| 5870 | Livescan | 2,000 | 2,000 | (0) |
| 5872 | SPED Fees (incl Encroachment) | - | - | - |
| 5875 | Staff Recruiting | - | - | - |
| 5884 | Substitutes | 153,000 | 153,000 | - |
| 5890 | OthSvcsNon-Inst | - | - | - |
| 5900 | Communications | 10,000 | 10,000 | - |
| 5910 | Communications 2 | - | - | - |
| 5920 | TelecomInternet | 40,000 | 25,000 | (15,000) |
| 5930 | PostageDelivery | 9,000 | 9,000 | - |
| 5940 | Technology | 83,153 | 83,428 | 275 |
| 5990 | Prior Year Adj (Services) | - | - | - |
| | **SUBTOTAL - Services & Other Operating Exp.** | **5,243,810** | **5,121,981** | **(121,830)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 1** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 289,141 | 244,043 | (45,098) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **289,141** | **244,043** | **(45,098)** |
| | | | |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | 15,000 | 15,000 | - |
| **SUBTOTAL - Other Outflows** | **15,000** | **15,000** | **-** |
| | | | |
| **TOTAL EXPENSES** | **14,432,801** | **14,707,281** | **274,480** |

**Monthly Cash Flow 2024-25**

| MSA-1 | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Accruals | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | |
| **BEGINNING CASH** | 7,010,862 | 7,496,478 | 7,373,998 | 8,251,924 | 8,021,220 | 7,674,372 | 7,955,729 | 7,865,745 | 7,518,897 | 7,841,311 | 7,821,872 | 7,516,081 | 7,210,289 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 395,600 | 474,720 | 474,720 | 474,720 | 474,720 | 474,720 | 5,538,404 |
| LCFF: EPA | - | - | 628,205 | - | - | 628,205 | - | - | 628,205 | - | - | - | 628,205 | 2,512,820 |
| LCFF: ILPT | - | 150,664 | 301,328 | 200,885 | 200,885 | 200,885 | 200,885 | 200,885 | 210,929 | 210,929 | 210,929 | 210,929 | 210,929 | 2,511,064 |
| Federal Revenue | - | - | 114,631 | - | - | - | 114,631 | - | - | 114,631 | - | - | 225,970 | 569,861 |
| Other State Revenues | 178,384 | 178,384 | 285,290 | 326,759 | 285,290 | 285,290 | 352,848 | 285,290 | 237,182 | 278,651 | 237,182 | 237,182 | 323,403 | 3,491,135 |
| Other Local Revenues | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | 19,351 | - | 232,217 |
| **Total Revenue** | 593,336 | 744,000 | 1,744,405 | 942,596 | 901,127 | 1,529,332 | 1,083,316 | 901,127 | 1,570,388 | 1,098,283 | 942,183 | 942,183 | 1,863,227 | 14,855,501 |
| | | | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 187,887 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 381,884 | 308,563 | 4,697,177 |
| Classified Salaries | 118,371 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 147,964 | 1,893,935 |
| Benefits | 99,773 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 178,772 | 151,814 | 2,218,079 |
| Books and Supplies | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 41,365 | 20,683 | 517,067 |
| Services and Operations | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 393,999 | 5,121,981 |
| Depreciation / Cap Outlay | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | - | 244,043 |
| Other Outflows | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | - | 15,000 |
| **Total Expenses** | 862,981 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,165,571 | 1,023,021 | 14,707,281 |
| | | | | | | | | | | | | | | |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 1,174,032 | 587,016 | 587,016 | | | | | | | | | | | 2,348,064 |
| Fixed Assets - Depreciation Addback | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | 20,337 | | 244,043 |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | - |
| Accounts Payable | (411,042) | (205,521) | (205,521) | | | | | | | | | | | (822,083) |
| Other | (28,065) | (102,741) | (102,741) | (28,065) | (102,741) | (102,741) | (28,065) | (102,741) | (102,741) | 27,512 | (102,741) | (102,741) | | (878,612) |
| **Total Other Transactions** | 755,262 | 299,091 | 299,091 | (7,728) | (82,404) | (82,404) | (7,728) | (82,404) | (82,404) | 47,849 | (82,404) | (82,404) | | 891,413 |
| | | | | | | | | | | | | | | |
| **Total Change in Cash** | 485,616 | (122,480) | 877,925 | (230,704) | (346,848) | 281,357 | (89,983) | (346,848) | 322,414 | (19,439) | (305,791) | (305,791) | | 1,039,633 |
| **ENDING CASH (9120 Main Only)** | 7,496,478 | 7,373,998 | 8,251,924 | 8,021,220 | 7,674,372 | 7,955,729 | 7,865,745 | 7,518,897 | 7,841,311 | 7,821,872 | 7,516,081 | 7,210,289 | <<< = 179 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 495 | 526 | 30.80 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 7,686,193 | 8,230,431 | 544,238 |
| Federal Revenue | 359,255 | 452,891 | 93,636 |
| Other State Revenues | 3,032,803 | 2,333,407 | (699,395) |
| Other Local Revenues | 171,716 | 152,100 | (19,616) |
| **Total Revenue** | **11,249,967** | **11,168,830** | **(81,137)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 2,893,448 | 3,232,134 | 338,687 |
| Classified Salaries | 1,066,472 | 1,188,255 | 121,783 |
| Benefits | 1,411,591 | 1,610,827 | 199,236 |
| Books and Supplies | 679,869 | 559,868 | (120,001) |
| Services and Operating Exp. | 4,453,948 | 4,425,360 | (28,588) |
| Depreciation & Cap Outlay | 12,484 | 51,482 | 38,998 |
| Other Outflows | - | - | - |
| **Total Expenditures** | **10,517,813** | **11,067,927** | **550,115** |
| | | | |
| **Net Revenues** | **732,154** | **100,903** | **(631,252)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 5,642,260 | 6,374,414 | |
| Net Revenues | 732,154 | 100,903 | |
| **Ending Fund Balance** | **6,374,414** | **6,475,317** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 6,320,671 | 57.1% of Expenditures |
| Restricted Balances (Est.) | | 75,037 | 0.7% of Expenditures |
| Net Fixed Assets | | 79,609 | 0.7% of Expenditures |
| **Ending Fund Balance** | | **6,475,317** | **58.5% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA 2** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

| **REVENUE** | | | | |
|---|---|---|---|---|
| **LCFF Entitlement** | | | | |
| 8011 | State Aid | 4,254,159 | 4,306,042 | 51,883 |
| 8012 | EPA Entitlement | 1,672,712 | 1,940,843 | 268,131 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 1,759,322 | 1,983,546 | 224,224 |
| | **SUBTOTAL - LCFF Entitlement** | **7,686,193** | **8,230,431** | **544,238** |
| | | | | |
| **Federal Revenue** | | | | |
| 8181 | SpEd - Revenue | 64,437 | 82,959 | 18,521 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 294,818 | 369,933 | 75,115 |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **359,255** | **452,891** | **93,636** |
| | | | | |
| **Other State Revenue** | | | | |
| 8311 | SpEd Revenue | 425,783 | 494,896 | 69,113 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 17,170 | 19,058 | 1,888 |
| 8560 | StateLotteryRev | 123,168 | 131,027 | 7,859 |
| 8590 | AllOthStateRev | 2,466,683 | 1,688,426 | (778,256) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **3,032,803** | **2,333,407** | **(699,395)** |
| | | | | |
| **Local Revenue** | | | | |
| 8600 | Other Local Rev | 93,600 | 81,100.00 | (12,500) |
| 8634 | StudentLunchFee | - | - | - |
| 8650 | Leases &Rentals | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 41,000 | 41,000.00 | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **134,600** | **122,100** | **(12,500)** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802　Donations - Private | 7,116 | - | (7,116) |
| 8803　Fundraising | 30,000 | 30,000 | (0) |
| **SUBTOTAL - Fundraising & Grants** | **37,116** | **30,000** | **(7,116)** |
| | | | |
| **TOTAL REVENUE** | **11,249,967** | **11,168,830** | **(81,137)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100　TeacherSalaries | 2,098,544 | 2,212,986 | 114,443 |
| 1200　Cert Aid | 317,427 | 406,800 | 89,374 |
| 1300　Cert Adminis | 477,478 | 612,348 | 134,870 |
| **SUBTOTAL - Certificated Salaries** | **2,893,448** | **3,232,134** | **338,687** |
| **Classified Salaries** | | | |
| 2100　Instructional Aides | 195,687 | 208,047 | 12,360 |
| 2200　Classified Support | 622,092 | 726,950 | 104,858 |
| 2300　Classified Admin | - | - | - |
| 2400　Clerical & Tech | 248,694 | 253,258 | 4,565 |
| 2900　OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **1,066,472** | **1,188,255** | **121,783** |
| **Employee Benefits** | | | |
| 3101　STRS-Certified | 438,816 | 470,283 | 31,468 |
| 3102　STRS-Classified | 51,498 | 72,397 | 20,899 |
| 3201　PERS-Cert | 105,589 | 147,926 | 42,338 |
| 3202　PERS-Classified | 102,941 | 128,566 | 25,625 |
| 3301　OASDI/Med-Cert | 63,230 | 77,615 | 14,385 |
| 3302　OASDI/Med-Class | 33,076 | 41,923 | 8,847 |
| 3401　HlthWelfareCert | 416,717 | 452,201 | 35,485 |
| 3402　HlthWelfareCert | 149,502 | 167,063 | 17,561 |
| 3501　UI-Certificated | 16,473 | 15,050 | (1,423) |
| 3502　UI-Classified | 224 | 4,276 | 4,052 |
| 3601　WorkersCmp-Cert | 33,526 | 16,019 | (17,507) |
| 3602　WorkersCmp-Class | - | 17,507 | 17,507 |
| 3701　Other Retirement-Cert | - | - | - |
| 3901　OthBenes-Cert | - | - | - |
| 3902　OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **1,411,591** | **1,610,827** | **199,236** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 154,598 | 84,598 | (70,000) |
| 4200 BooksOthRefMats | 1,000 | 1,000 | - |
| 4300 Materials and Supplies | 4,000 | 4,000 | - |
| 4310 Ins Mats & Sups | 35,739 | 35,738 | (1) |
| 4315 OthrSupplies | - | - | - |
| 4320 Office Supplies | 70,000 | 50,000 | (20,000) |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 26,000 | 26,000 | - |
| 4335 PE Supplies | 4,000 | 4,000 | - |
| 4340 Educat Software | 117,928 | 87,928 | (30,000) |
| 4345 NonInstStdntSup | 94,604 | 94,604 | - |
| 4346 TeacherSupplies | 3,000 | 3,000 | - |
| 4350 Cust. Supplies | 20,000 | 20,000 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 22,000 | 22,000 | (0) |
| 4400 NonCapEquip-Gen | 38,000 | 38,000 | (0) |
| 4410 ClssrmFrnEqp<5k | 7,000 | 7,000 | (0) |
| 4430 OffceFurnEqp<5k | 5,000 | 5,000 | - |
| 4440 Computers <$5k | 35,000 | 35,000 | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | - | - | - |
| 4710 Food | 5,000 | 5,000 | - |
| 4720 Food:Other Food | 37,000 | 37,000 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **679,869** | **559,868** | **(120,001)** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 1,106,231 | 1,106,231 | 0 |
| 5200 Travel - General | 1,000 | 1,000 | - |
| 5205 Conference Fees | 3,000 | 3,000 | (0) |
| 5210 MilesParkTolls | 2,000 | 2,000 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 5,000 | 5,000 | - |
| 5300 DuesMemberships | 20,000 | 20,000 | - |
| 5450 Other Insurance | 75,000 | 75,000 | - |
| 5500 OpsHousekeeping | 133,000 | 88,000 | (45,000) |
| 5510 Gas & Electric | - | 120,000 | 120,000 |
| 5610 Rent & Leases | 703,162 | 703,162 | (0) |
| 5611 Rent & Leases- Interest | 1,019,847 | 1,019,847 | - |
| 5620 EquipmentLeases | 25,000 | 25,000 | (0) |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 20,000 | 20,000 | - |
| 5800 ProfessServices | 368,877 | 242,967 | (125,909) |
| 5810 Legal | 25,000 | 25,000 | (0) |
| 5813 SchPrgAftSchool | 211,954 | 204,000 | (7,954) |
| 5814 SchPrgAcadComps | 4,000 | 4,000 | - |
| 5819 SchlProgs-Other | 90,000 | 90,000 | - |
| 5820 Audit & CPA | 12,500 | 12,500 | (0) |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 30,000 | 30,000 | (0) |
| 5836 FieldTrip Trans | 35,000 | 65,000 | 30,000 |
| 5840 MarkngStdtRecrt | 30,000 | 30,000 | (0) |
| 5850 Oversight Fees | 75,664 | 75,664 | - |
| 5857 Payroll Fees | 25,000 | 25,000 | (0) |
| 5860 Service Fees | 4,000 | 4,000 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 69,500 | 69,500 | - |
| 5864 Prof Dev-Other | 25,500 | 25,500 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 95,809 | 95,809 | (0) |
| 5870 Livescan | 750 | 750 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 153,000 | 153,000 | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 5,000 | 5,000 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 20,000 | 20,000 | - |
| 5930 PostageDelivery | 5,000 | 5,000 | - |
| 5940 Technology | 54,155 | 54,430 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **4,453,948** | **4,425,360** | **(28,588)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 2** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400    EquipFixed | - | - | - |
| 6900    Depreciation | 12,484 | 51,482 | 38,998 |
| **SUBTOTAL - Capital Outlay & Depreciation** | **12,484** | **51,482** | **38,998** |
| | | | |
| **Other Outflows** | | | |
| 7299    Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310    Indirect Costs | - | - | - |
| 7438    InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **10,517,813** | **11,067,927** | **550,115** |

**Monthly Cash Flow 2024-25**

| MSA-2 | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,921,381 | 3,039,515 | 2,897,649 | 3,520,027 | 3,348,472 | 3,063,481 | 3,263,702 | 3,123,009 | 2,838,018 | 3,077,296 | 2,956,603 | 2,710,670 | 2,431,291 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 307,574 | 369,089 | 369,089 | 369,089 | 369,089 | 369,089 | **4,306,042** |
| LCFF: EPA | - | - | 485,211 | - | - | 485,211 | - | - | 485,211 | - | - | - | 485,211 | **1,940,843** |
| LCFF: ILPT | - | 119,013 | 238,026 | 158,684 | 158,684 | 158,684 | 158,684 | 158,684 | 166,618 | 166,618 | 166,618 | 166,618 | 166,618 | **1,983,546** |
| Federal Revenue | - | - | 92,483 | - | - | - | 92,483 | - | - | 92,483 | - | - | 175,442 | **452,891** |
| Other State Revenues | 119,771 | 119,771 | 187,308 | 220,065 | 187,308 | 187,308 | 239,123 | 187,308 | 156,916 | 189,673 | 156,916 | 156,916 | 225,023 | **2,333,407** |
| Other Local Revenues | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | 12,675 | - | **152,100** |
| **Total Revenue** | **440,020** | **559,033** | **1,323,277** | **698,998** | **666,241** | **1,151,452** | **810,539** | **666,241** | **1,190,509** | **830,539** | **705,299** | **705,299** | **1,421,383** | **11,168,830** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 129,285 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 262,775 | 212,322 | **3,232,134** |
| Classified Salaries | 74,266 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | 92,832 | **1,188,255** |
| Benefits | 72,518 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 129,820 | 110,285 | **1,610,827** |
| Books and Supplies | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 44,789 | 22,395 | **559,868** |
| Services and Operations | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 340,335 | 341,335 | **4,425,360** |
| Depreciation / Cap Outlay | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | - | **51,482** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **665,484** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **874,843** | **779,170** | **11,067,927** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 855,757 | 427,878 | 427,878 | | | | | | | | | | | **1,711,513** |
| Fixed Assets - Depreciation Addback | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | 4,290 | | **51,482** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (516,449) | (258,225) | (258,225) | | | | | | | | | | | **(1,032,898)** |
| Other | | | | - | (80,679) | (80,679) | (80,679) | (80,679) | (80,679) | (80,679) | (80,679) | (114,124) | | **(678,877)** |
| **Total Other Transactions** | **343,598** | **173,944** | **173,944** | **4,290** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(76,389)** | **(109,834)** | | **51,220** |
| **Total Change in Cash** | **118,134** | **(141,866)** | **622,378** | **(171,555)** | **(284,991)** | **200,220** | **(140,693)** | **(284,991)** | **239,278** | **(120,693)** | **(245,933)** | **(279,378)** | | **152,123** |
| **ENDING CASH** | **3,039,515** | **2,897,649** | **3,520,027** | **3,348,472** | **3,063,481** | **3,263,702** | **3,123,009** | **2,838,018** | **3,077,296** | **2,956,603** | **2,710,670** | **2,431,291** | <<< = 80 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 354 | 372 | 18.35 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 5,095,637 | 5,345,869 | 250,231 |
| Federal Revenue | 297,386 | 281,591 | (15,795) |
| Other State Revenues | 2,022,769 | 1,410,983 | (611,786) |
| Other Local Revenues | 26,068 | 33,068 | 7,000 |
| **Total Revenue** | **7,441,860** | **7,071,510** | **(370,350)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 2,631,200 | 2,833,238 | 202,039 |
| Classified Salaries | 754,197 | 796,855 | 42,658 |
| Benefits | 1,305,773 | 1,338,539 | 32,766 |
| Books and Supplies | 329,939 | 224,519 | (105,420) |
| Services and Operating Exp. | 2,205,238 | 1,749,570 | (456,872) |
| Depreciation & Cap Outlay | 95,959 | 39,329 | (56,630) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **7,322,306** | **6,982,050** | **(341,460)** |
| | | | |
| **Net Revenues** | **119,555** | **89,460** | **(28,890)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 3,254,116 | 3,373,671 | |
| Net Revenues | 119,555 | 89,460 | |
| **Ending Fund Balance** | **3,373,671** | **3,463,131** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 3,230,663 | 46.3% of Expenditures |
| Restricted Balances (Est.) | | 85,562 | 1.2% of Expenditures |
| Net Fixed Assets | | 146,906 | 2.1% of Expenditures |
| **Ending Fund Balance** | | **3,463,131** | **49.6% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA 3** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 2,683,157 | 2,578,007 | (105,150) |
| 8012 | EPA Entitlement | 1,171,656 | 1,364,115 | 192,459 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 1,240,824 | 1,403,747 | 162,922 |
| | **SUBTOTAL - LCFF Entitlement** | **5,095,637** | **5,345,869** | **250,231** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | 47,792 | 60,660 | 12,868 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 249,594 | 220,931 | (28,663) |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **297,386** | **281,591** | **(15,795)** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | 303,744 | 350,236 | 46,491 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 14,003 | 15,138 | 1,135 |
| 8560 | StateLotteryRev | 87,865 | 92,727 | 4,862 |
| 8590 | AllOthStateRev | 1,617,156 | 952,882 | (664,274) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **2,022,769** | **1,410,983** | **(611,786)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 5,000 | 12,000 | 7,000 |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **5,000** | **12,000** | **7,000** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,116 | 7,116 | - |
| 8803 Fundraising | 13,952 | 13,952 | (0) |
| **SUBTOTAL - Fundraising & Grants** | **21,068** | **21,068** | **(0)** |
| **TOTAL REVENUE** | **7,441,860** | **7,071,510** | **(370,350)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 2,051,655 | 2,190,622 | 138,967 |
| 1200 Cert Aid | 157,027 | 174,090 | 17,063 |
| 1300 Cert Adminis | 422,518 | 468,526 | 46,008 |
| **SUBTOTAL - Certificated Salaries** | **2,631,200** | **2,833,238** | **202,039** |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 258,504 | 276,149 | 17,645 |
| 2200 Classified Support | 243,188 | 258,461 | 15,272 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 252,505 | 262,245 | 9,740 |
| 2900 OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **754,197** | **796,855** | **42,658** |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 431,326 | 450,172 | 18,846 |
| 3102 STRS-Classified | 32,280 | 53,340 | 21,061 |
| 3201 PERS-Cert | 92,796 | 107,287 | 14,491 |
| 3202 PERS-Classified | 76,351 | 93,285 | 16,935 |
| 3301 OASDI/Med-Cert | 59,037 | 64,573 | 5,536 |
| 3302 OASDI/Med-Class | 24,083 | 30,480 | 6,397 |
| 3401 HlthWelfareCert | 399,668 | 417,637 | 17,969 |
| 3402 HlthWelfareCert | 88,059 | 104,868 | 16,809 |
| 3501 UI-Certificated | 13,010 | 13,771 | 762 |
| 3502 UI-Classified | 36,865 | 3,124 | (33,741) |
| 3601 WorkersCmp-Cert | 24,838 | - | (24,838) |
| 3602 WorkersCmp-Class | 27,461 | - | (27,461) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **1,305,773** | **1,338,539** | **32,766** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 101,955 | 30,000 | (71,955) |
| 4200 BooksOthRefMats | 30,000 | 5,000 | (25,000) |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 24,810 | 24,810 | - |
| 4315 OthrSupplies | 5,830 | 5,830 | - |
| 4320 Office Supplies | 7,420 | 7,420 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 2,650 | 2,650 | - |
| 4335 PE Supplies | 2,120 | 2,120 | - |
| 4340 Educat Software | 61,585 | 53,120 | (8,465) |
| 4345 NonInstStdntSup | 44,110 | 44,110 | - |
| 4346 TeacherSupplies | 3,180 | 3,180 | - |
| 4350 Cust. Supplies | 1,060 | 1,060 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 16,960 | 16,960 | - |
| 4400 NonCapEquip-Gen | 2,120 | 2,120 | - |
| 4410 ClssrmFrnEqp<5k | 2,000 | 2,000 | - |
| 4430 OffceFurnEqp<5k | 2,000 | 2,000 | - |
| 4440 Computers <$5k | 2,000 | 2,000 | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 5,300 | 5,300 | - |
| 4710 Food | - | - | - |
| 4720 Food:Other Food | 14,840 | 14,840 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **329,939** | **224,519** | **(105,420)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 3** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 795,103 | 495,103 | (300,000) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | - | - | - |
| 5210 MilesParkTolls | 530 | 530 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 3,000 | 3,000 | - |
| 5300 DuesMemberships | 15,900 | 15,900 | - |
| 5450 Other Insurance | 57,211 | 57,211 | (0) |
| 5500 OpsHousekeeping | 14,240 | 14,240 | - |
| 5510 Gas & Electric | - | - | - |
| 5610 Rent & Leases | 368,858 | 330,350 | (38,508) |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 21,200 | 21,200 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 21,200 | 5,000 | (16,200) |
| 5800 ProfessServices | 164,426 | 169,231 | 4,805 |
| 5810 Legal | 26,500 | 10,000 | (16,500) |
| 5813 SchPrgAftSchool | 152,252 | 152,252 | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 31,500 | 31,500 | - |
| 5820 Audit & CPA | 9,010 | 9,010 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 31,800 | 31,800 | - |
| 5836 FieldTrip Trans | 23,900 | 23,900 | - |
| 5840 MarkngStdtRecrt | 30,000 | 5,000 | (25,000) |
| 5850 Oversight Fees | 50,400 | 50,400 | - |
| 5857 Payroll Fees | 21,200 | 21,200 | - |
| 5860 Service Fees | 4,240 | 4,240 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 11,130 | 6,890 | (4,240) |
| 5864 Prof Dev-Other | 23,852 | 18,552 | (5,300) |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 106,601 | 106,601 | - |
| 5870 Livescan | 530 | 530 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 108,000 | 53,000 | (55,000) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 5,300 | 5,300 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 58,300 | 58,300 | - |
| 5930 PostageDelivery | 7,420 | 7,420 | - |
| 5940 Technology | 41,635 | 41,910 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,205,238** | **1,749,570** | **(456,872)** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA 3** | | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| **Capital Outlay & Depreciation** | | | | |
| 6400 | EquipFixed | - | - | - |
| 6900 | Depreciation | 95,959 | 39,329 | (56,630) |
| | **SUBTOTAL - Capital Outlay & Depreciation** | **95,959** | **39,329** | **(56,630)** |
| **Other Outflows** | | | | |
| 7299 | Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310 | Indirect Costs | - | - | - |
| 7438 | InterestExpense | - | - | - |
| | **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| **TOTAL EXPENSES** | | **7,322,306** | **6,982,050** | **(341,460)** |

**Monthly Cash Flow 2024-25**

| MSA-3 | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BEGINNING CASH | 2,694,774 | 2,850,929 | 2,776,996 | 3,221,665 | 3,101,591 | 2,933,335 | 3,106,108 | 3,031,405 | 2,863,149 | 3,061,213 | 2,996,664 | 2,853,699 | 2,710,735 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 184,143 | 220,972 | 220,972 | 220,972 | 220,972 | 220,972 | **2,578,007** |
| LCFF: EPA | - | - | 341,029 | - | - | 341,029 | - | - | 341,029 | - | - | - | 341,029 | **1,364,115** |
| LCFF: ILPT | - | 84,225 | 168,450 | 112,300 | 112,300 | 112,300 | 112,300 | 112,300 | 117,915 | 117,915 | 117,915 | 117,915 | 117,915 | **1,403,747** |
| Federal Revenue | - | - | 55,233 | - | - | - | 55,233 | - | - | 55,233 | - | - | 115,892 | **281,591** |
| Other State Revenues | 72,661 | 72,661 | 110,776 | 133,958 | 110,776 | 110,776 | 149,096 | 110,776 | 93,624 | 116,806 | 93,624 | 93,624 | 141,823 | **1,410,983** |
| Other Local Revenues | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | 2,756 | - | **33,068** |
| **Total Revenue** | 259,560 | 343,785 | 862,386 | 433,157 | 409,975 | 751,004 | 503,528 | 409,975 | 776,295 | 513,681 | 435,267 | 435,267 | 937,631 | 7,071,510 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 113,330 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 230,345 | 186,118 | **2,833,238** |
| Classified Salaries | 49,803 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | 62,254 | **796,855** |
| Benefits | 58,756 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 108,088 | 90,812 | **1,338,539** |
| Books and Supplies | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 17,962 | 8,981 | **224,519** |
| Services and Operations | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | 134,582 | **1,749,570** |
| Depreciation / Cap Outlay | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | - | **39,329** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | 377,710 | 556,508 | 556,508 | 556,508 | 556,508 | 556,508 | 556,508 | 556,508 | 556,508 | 556,508 | 556,508 | 556,508 | 482,747 | 6,982,050 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 527,470 | 263,735 | 263,735 | | | | | | | | | | | **1,054,940** |
| Fixed Assets - Depreciation Addback | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | 3,277 | | **39,329** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (256,443) | (128,221) | (128,221) | | | | | | | | | | | **(512,885)** |
| Other | | | - | - | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | (25,000) | | **(200,000)** |
| **Total Other Transactions** | 274,305 | 138,791 | 138,791 | 3,277 | (21,723) | (21,723) | (21,723) | (21,723) | (21,723) | (21,723) | (21,723) | (21,723) | | 381,384 |
| **Total Change in Cash** | 156,155 | (73,932) | 444,669 | (120,074) | (168,256) | 172,773 | (74,703) | (168,256) | 198,065 | (64,550) | (142,964) | (142,964) | | 470,844 |
| ENDING CASH | 2,850,929 | 2,776,996 | 3,221,665 | 3,101,591 | 2,933,335 | 3,106,108 | 3,031,405 | 2,863,149 | 3,061,213 | 2,996,664 | 2,853,699 | 2,710,735 | <<< = 142 days cash | |



Bar chart: ENDING CASH by month (Jul–Jun)

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 111 | 129 | 18.42 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 1,869,941 | 2,137,405 | 267,464 |
| Federal Revenue | 83,409 | 158,248 | 74,840 |
| Other State Revenues | 454,819 | 256,479 | (198,340) |
| Other Local Revenues | 294,863 | 319,552 | 24,689 |
| **Total Revenue** | **2,703,031** | **2,871,684** | **168,652** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 1,158,051 | 1,179,753 | 21,702 |
| Classified Salaries | 208,726 | 234,875 | 26,149 |
| Benefits | 512,006 | 543,721 | 31,715 |
| Books and Supplies | 117,165 | 102,165 | (15,000) |
| Services and Operating Exp. | 796,519 | 726,288 | (71,436) |
| Depreciation & Cap Outlay | 32,104 | 10,910 | (21,193) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **2,824,571** | **2,797,712** | **(28,063)** |
| | | | |
| **Net Revenues** | **(121,540)** | **73,972** | **196,716** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 1,448,873 | 1,327,333 | |
| Net Revenues | (121,540) | 73,972 | |
| **Ending Fund Balance** | **1,327,333** | **1,401,305** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 1,081,710 | 38.7% of Expenditures |
| Restricted Balances (Est.) | | 298,520 | 10.7% of Expenditures |
| Net Fixed Assets | | 21,075 | 0.8% of Expenditures |
| **Ending Fund Balance** | | **1,401,305** | **50.1% of Expenditures** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 1,081,866 | 1,158,878 | 77,012 |
| 8012 | EPA Entitlement | 390,707 | 492,153 | 101,446 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 397,368 | 486,374 | 89,006 |
| | **SUBTOTAL - LCFF Entitlement** | **1,869,941** | **2,137,405** | **267,464** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | - | - | - |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | 26,271 | 34,266 | 7,996 |
| 8290 | All Other Federal Revenue | 57,138 | 123,982 | 66,844 |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **83,409** | **158,248** | **74,840** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | - | - | - |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 5,264 | 5,961 | 697 |
| 8560 | StateLotteryRev | 26,887 | 32,127 | 5,240 |
| 8590 | AllOthStateRev | 422,669 | 218,391 | (204,277) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **454,819** | **256,479** | **(198,340)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | 179,143 | 179,143 | (0) |
| 8634 | StudentLunchFee | - | - | - |
| 8650 | Leases &Rentals | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | 104,104 | 10,285 | (93,819) |
| 8699 | Other Revenue | 500 | 119,009 | 118,509 |
| 8999 | Misc Revenue (Suspense) | 1,000 | 1,000 | - |
| | **SUBTOTAL - Local Revenue** | **284,747** | **309,436** | **24,689** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802   Donations - Private | 7,116 | 7,116 | - |
| 8803   Fundraising | 3,000 | 3,000 | - |
| **SUBTOTAL - Fundraising & Grants** | **10,116** | **10,116** | **-** |
| | | | |
| **TOTAL REVENUE** | **2,703,031** | **2,871,684** | **168,652** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100   TeacherSalaries | 763,640 | 744,901 | (18,739) |
| 1200   Cert Aid | 163,011 | 197,428 | 34,417 |
| 1300   Cert Adminis | 231,400 | 237,424 | 6,024 |
| **SUBTOTAL - Certificated Salaries** | **1,158,051** | **1,179,753** | **21,702** |
| **Classified Salaries** | | | |
| 2100   Instructional Aides | 43,740 | 45,430 | 1,690 |
| 2200   Classified Support | 25,264 | 41,378 | 16,114 |
| 2300   Classified Admin | - | - | - |
| 2400   Clerical & Tech | 139,722 | 148,068 | 8,346 |
| 2900   OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **208,726** | **234,875** | **26,149** |
| **Employee Benefits** | | | |
| 3101   STRS-Certified | 190,556 | 181,909 | (8,646) |
| 3102   STRS-Classified | 14,738 | 17,547 | 2,809 |
| 3201   PERS-Cert | 33,666 | 52,384 | 18,718 |
| 3202   PERS-Classified | 29,082 | 33,944 | 4,862 |
| 3301   OASDI/Med-Cert | 26,544 | 31,421 | 4,877 |
| 3302   OASDI/Med-Class | 10,452 | 12,303 | 1,852 |
| 3401   HlthWelfareCert | 156,043 | 159,503 | 3,460 |
| 3402   HlthWelfareCert | 27,607 | 31,762 | 4,155 |
| 3501   UI-Certificated | 6,267 | 5,732 | (535) |
| 3502   UI-Classified | 924 | 1,088 | 164 |
| 3601   WorkersCmp-Cert | 12,848 | 13,517 | 668 |
| 3602   WorkersCmp-Class | 3,281 | 2,612 | (668) |
| 3701   Other Retirement-Cert | - | - | - |
| 3901   OthBenes-Cert | - | - | - |
| 3902   OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **512,006** | **543,721** | **31,715** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100   Text&CoreCurric | 27,000 | 32,000 | 5,000 |
| 4200   BooksOthRefMats | 22,000 | 2,000 | (20,000) |
| 4300   Materials and Supplies | - | - | - |
| 4310   Ins Mats & Sups | 10,000 | 10,000 | - |
| 4315   OthrSupplies | - | - | - |
| 4320   Office Supplies | 8,000 | 8,000 | - |
| 4325   ProfDevMat&Sups | - | - | - |
| 4326   Arts&MusicSupps | - | - | - |
| 4335   PE Supplies | 2,000 | 2,000 | - |
| 4340   Educat Software | 22,320 | 22,320 | - |
| 4345   NonInstStdntSup | 10,145 | 10,145 | - |
| 4346   TeacherSupplies | 1,500 | 1,500 | - |
| 4350   Cust. Supplies | - | - | - |
| 4351   Yearbook | 1,000 | 1,000 | (0) |
| 4390   Uniforms | 5,000 | 5,000 | - |
| 4400   NonCapEquip-Gen | 2,000 | 2,000 | - |
| 4410   ClssrmFrnEqp<5k | 2,200 | 2,200 | - |
| 4430   OffceFurnEqp<5k | - | - | - |
| 4440   Computers <$5k | - | - | - |
| 4461   Fixed Asset Susp (Imp) | - | - | - |
| 4464   Equipment (Pre-Cap) | - | - | - |
| 4710   Food | 1,000 | 1,000 | - |
| 4720   Food:Other Food | 3,000 | 3,000 | - |
| 4990   Prior Year Adj (Mat'ls) | - | - | - |
| 4999   Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **117,165** | **102,165** | **(15,000)** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA 4** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | | |
| 5101 | CMO Fees | 172,849 | 172,849 | 0 |
| 5200 | Travel - General | - | - | - |
| 5205 | Conference Fees | - | - | - |
| 5210 | MilesParkTolls | 1,000 | 1,000 | - |
| 5215 | TravConferences | - | - | - |
| 5220 | TraLodging | 1,000 | 1,000 | - |
| 5300 | DuesMemberships | 7,000 | 7,000 | - |
| 5450 | Other Insurance | 17,555 | 17,555 | - |
| 5500 | OpsHousekeeping | 8,000 | 8,000 | - |
| 5510 | Gas & Electric | - | - | - |
| 5610 | Rent & Leases | 150,000 | 150,000 | - |
| 5611 | Rent & Leases- Interest | - | - | - |
| 5620 | EquipmentLeases | 6,200 | 6,200 | - |
| 5621 | EquipmentLeases- Interest | - | - | - |
| 5630 | Reps&MaintBldng | 3,500 | 3,500 | (0) |
| 5800 | ProfessServices | 116,832 | 100,325 | (16,507) |
| 5810 | Legal | 20,000 | 20,000 | - |
| 5813 | SchPrgAftSchool | - | - | - |
| 5814 | SchPrgAcadComps | - | - | - |
| 5819 | SchlProgs-Other | 3,500 | 3,500 | (0) |
| 5820 | Audit & CPA | 9,000 | 9,000 | - |
| 5825 | DMSBusinessSvcs | - | - | - |
| 5835 | Field Trips | 10,000 | 10,000 | - |
| 5836 | FieldTrip Trans | 109,000 | 55,000 | (54,000) |
| 5840 | MarkngStdtRecrt | 15,000 | 15,000 | - |
| 5850 | Oversight Fees | 19,578 | 19,578 | - |
| 5857 | Payroll Fees | 9,000 | 9,000 | - |
| 5860 | Service Fees | 3,000 | 3,000 | - |
| 5861 | Prior Year Services | - | - | - |
| 5863 | Prof Developmnt | - | - | - |
| 5864 | Prof Dev-Other | 21,131 | 21,131 | - |
| 5865 | Professional Development LLM | - | - | - |
| 5869 | SpEd Ctrct Inst | 25,196 | 25,196 | - |
| 5870 | Livescan | 300 | 300 | - |
| 5872 | SPED Fees (incl Encroachment) | 14,489 | 14,489 | - |
| 5875 | Staff Recruiting | - | - | - |
| 5884 | Substitutes | 10,000 | 10,000 | - |
| 5890 | OthSvcsNon-Inst | - | - | - |
| 5900 | Communications | 3,000 | 3,000 | - |
| 5910 | Communications 2 | - | - | - |
| 5920 | TelecomInternet | 25,000 | 25,000 | (0) |
| 5930 | PostageDelivery | 3,000 | 3,000 | - |
| 5940 | Technology | 12,390 | 12,665 | 275 |
| 5990 | Prior Year Adj (Services) | - | - | - |
| | **SUBTOTAL - Services & Other Operating Exp** | **796,519** | **726,288** | **(71,436)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 4** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400     EquipFixed | - | - | - |
| 6900     Depreciation | 32,104 | 10,910 | (21,193) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **32,104** | **10,910** | **(21,193)** |
| | | | |
| **Other Outflows** | | | |
| 7299     Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310     Indirect Costs | - | - | - |
| 7438     InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **2,824,571** | **2,797,712** | **(28,063)** |

**Monthly Cash Flow 2024-25**

## MSA-4

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 849,434 | 1,056,087 | 1,102,575 | 1,341,015 | 1,297,402 | 1,245,758 | 1,317,152 | 1,310,496 | 1,258,852 | 1,344,816 | 1,346,769 | 1,309,694 | 1,256,836 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 82,777 | 99,332 | 99,332 | 99,332 | 99,332 | 99,332 | 1,158,878 |
| LCFF: EPA | - | - | 123,038 | - | - | 123,038 | - | - | 123,038 | - | - | - | 123,038 | 492,153 |
| LCFF: ILPT | - | 29,182 | 58,365 | 38,910 | 38,910 | 38,910 | 38,910 | 38,910 | 40,855 | 40,855 | 40,855 | 40,855 | 40,855 | 486,374 |
| Federal Revenue | 2,636 | 2,636 | 33,631 | 2,636 | 2,636 | 2,636 | 33,631 | 2,636 | 2,636 | 33,631 | 2,636 | 2,636 | 33,631 | 158,248 |
| Other State Revenues | 10,920 | 10,920 | 19,655 | 27,687 | 19,655 | 19,655 | 33,648 | 19,655 | 15,724 | 23,756 | 15,724 | 15,724 | 23,756 | 256,479 |
| Other Local Revenues | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | 26,629 | - | 319,552 |
| **Total Revenue** | 122,962 | 152,144 | 344,096 | 178,639 | 170,607 | 293,646 | 215,595 | 170,607 | 308,215 | 224,204 | 185,177 | 185,177 | 320,613 | 2,871,684 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 47,190 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 95,915 | 77,499 | 1,179,753 |
| Classified Salaries | 14,680 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 18,350 | 234,875 |
| Benefits | 23,587 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 43,945 | 36,734 | 543,721 |
| Books and Supplies | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 8,173 | 4,087 | 102,165 |
| Services and Operations | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 55,868 | 726,288 |
| Depreciation / Cap Outlay | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | - | 10,910 |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | 150,408 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 223,161 | 192,537 | 2,797,712 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 337,872 | 168,936 | 168,936 | | | | | | | | | | | 675,744 |
| Fixed Assets - Depreciation Addback | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | | 10,910 |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | - |
| Accounts Payable | (104,682) | (52,341) | (52,341) | | | | | | | | | | | (209,364) |
| Other | | | | - | - | - | - | - | - | - | - | (15,784) | | (15,784) |
| **Total Other Transactions** | 234,099 | 117,504 | 117,504 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | 909 | (14,875) | | 461,506 |
| **Total Change in Cash** | 206,653 | 46,488 | 238,440 | (43,612) | (51,644) | 71,394 | (6,656) | (51,644) | 85,964 | 1,953 | (37,074) | (52,858) | | 535,478 |
| **ENDING CASH** | 1,056,087 | 1,102,575 | 1,341,015 | 1,297,402 | 1,245,758 | 1,317,152 | 1,310,496 | 1,258,852 | 1,344,816 | 1,346,769 | 1,309,694 | 1,256,836 | | |

<<< = 164 days cash

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 196 | 220 | 24.07 |

## SUMMARY

**Revenue**

| | | | |
|---|---|---|---|
| LCFF Entitlement | 3,050,834 | 3,501,133 | 450,300 |
| Federal Revenue | 451,542 | 341,709 | (109,833) |
| Other State Revenues | 1,336,970 | 1,019,714 | (317,256) |
| Other Local Revenues | 29,713 | 41,713 | 12,000 |
| **Total Revenue** | **4,869,059** | **4,904,270** | **35,210** |

**Expenditures**

| | | | |
|---|---|---|---|
| Certificated Salaries | 1,636,979 | 1,716,356 | 79,377 |
| Classified Salaries | 567,890 | 683,818 | 115,928 |
| Benefits | 775,205 | 890,913 | 115,709 |
| Books and Supplies | 343,285 | 272,185 | (71,100) |
| Services and Operating Exp. | 1,222,071 | 1,257,457 | 35,386 |
| Depreciation & Cap Outlay | 65,241 | 24,179 | (41,062) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **4,610,670** | **4,844,908** | **234,238** |

| | | | |
|---|---|---|---|
| **Net Revenues** | **258,389** | **59,361** | **(199,028)** |

**Fund Balance**

| | | | |
|---|---|---|---|
| Beginning Balance (Budgeted) | 5,303,440 | 5,561,829 | |
| Net Revenues | 258,389 | 59,361 | |
| **Ending Fund Balance** | **5,561,829** | **5,621,191** | |

**Components of Fund Bal.**

| | | | |
|---|---|---|---|
| Available For Econ. Uncert. | | 3,147,947 | 65.0% of Expenditures |
| Restricted Balances (Est.) | | 81,123 | 1.7% of Expenditures |
| Net Fixed Assets | | 2,392,121 | 49.4% of Expenditures |
| **Ending Fund Balance** | | **5,621,191** | **116.0% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
| --- | --- | --- | --- |
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

## REVENUE

**LCFF Entitlement**

| | | | | |
| --- | --- | --- | --- | --- |
| 8011 | State Aid | 1,728,504 | 1,869,853 | 141,349 |
| 8012 | EPA Entitlement | 641,499 | 803,085 | 161,586 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 680,831 | 828,195 | 147,365 |
| | **SUBTOTAL - LCFF Entitlement** | **3,050,834** | **3,501,133** | **450,300** |

**Federal Revenue**

| | | | | |
| --- | --- | --- | --- | --- |
| 8181 | SpEd - Revenue | 30,012 | 33,994 | 3,983 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 421,530 | 307,715 | (113,815) |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **451,542** | **341,709** | **(109,833)** |

**Other State Revenue**

| | | | | |
| --- | --- | --- | --- | --- |
| 8311 | SpEd Revenue | 169,710 | 206,637 | 36,927 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 7,651 | 8,680 | 1,029 |
| 8560 | StateLotteryRev | 49,093 | 54,708 | 5,616 |
| 8590 | AllOthStateRev | 1,110,517 | 749,688 | (360,829) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **1,336,970** | **1,019,714** | **(317,256)** |

**Local Revenue**

| | | | | |
| --- | --- | --- | --- | --- |
| 8600 | Other Local Rev | - | 12,000 | 12,000 |
| 8660 | Interest | 12,000 | 12,000 | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 3,000 | 3,000 | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **15,000** | **27,000** | **12,000** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802     Donations - Private | 7,116 | 7,116 | - |
| 8803     Fundraising | 7,597 | 7,597 | (0) |
|     **SUBTOTAL - Fundraising & Grants** | **14,713** | **14,713** | **(0)** |
| | | | |
| **TOTAL REVENUE** | **4,869,059** | **4,904,270** | **35,210** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100     TeacherSalaries | 1,203,936 | 1,263,394 | 59,458 |
| 1200     Cert Aid | 66,291 | 84,238 | 17,947 |
| 1300     Cert Adminis | 366,752 | 368,724 | 1,972 |
|     **SUBTOTAL - Certificated Salaries** | **1,636,979** | **1,716,356** | **79,377** |
| **Classified Salaries** | | | |
| 2100     Instructional Aides | 297,359 | 341,218 | 43,859 |
| 2200     Classified Support | 128,464 | 198,026 | 69,562 |
| 2300     Classified Admin | - | - | - |
| 2400     Clerical & Tech | 142,066 | 144,574 | 2,508 |
| 2900     OtherClassStaff | - | - | - |
|     **SUBTOTAL - Classified Salaries** | **567,890** | **683,818** | **115,928** |
| **Employee Benefits** | | | |
| 3101     STRS-Certified | 255,234 | 262,638 | 7,404 |
| 3102     STRS-Classified | 49,941 | 57,215 | 7,274 |
| 3201     PERS-Cert | 29,179 | 49,631 | 20,452 |
| 3202     PERS-Classified | 55,391 | 85,345 | 29,954 |
| 3301     OASDI/Med-Cert | 27,753 | 34,163 | 6,410 |
| 3302     OASDI/Med-Class | 19,597 | 28,947 | 9,350 |
| 3401     HlthWelfareCert | 239,197 | 239,708 | 511 |
| 3402     HlthWelfareCert | 63,759 | 96,794 | 33,035 |
| 3501     UI-Certificated | 7,222 | 7,794 | 573 |
| 3502     UI-Classified | 2,333 | 3,078 | 745 |
| 3601     WorkersCmp-Cert | 16,992 | 18,574 | 1,583 |
| 3602     WorkersCmp-Class | 8,607 | 7,025 | (1,583) |
| 3701     Other Retirement-Cert | - | - | - |
| 3901     OthBenes-Cert | - | - | - |
| 3902     OthBenes-Class | - | - | - |
|     **SUBTOTAL - Employee Benefits** | **775,205** | **890,913** | **115,709** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 72,320 | 35,000 | (37,320) |
| 4200 BooksOthRefMats | 9,010 | 9,010 | - |
| 4300 Materials and Supplies | 40,000 | 20,000 | (20,000) |
| 4310 Ins Mats & Sups | 9,541 | 9,541 | - |
| 4315 OthrSupplies | 1,060 | 1,060 | - |
| 4320 Office Supplies | 18,020 | 18,020 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 20,000 | 20,000 | - |
| 4335 PE Supplies | 18,020 | 18,020 | - |
| 4340 Educat Software | 50,658 | 50,658 | - |
| 4345 NonInstStdntSup | 29,556 | 29,556 | - |
| 4346 TeacherSupplies | 6,360 | 6,360 | - |
| 4350 Cust. Supplies | 1,060 | 1,060 | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 20,000 | 20,000 | - |
| 4400 NonCapEquip-Gen | 1,060 | 1,060 | - |
| 4410 ClssrmFrnEqp<5k | 1,060 | 1,060 | - |
| 4430 OffceFurnEqp<5k | 4,240 | 4,240 | - |
| 4440 Computers <$5k | 13,780 | - | (13,780) |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 7,420 | 7,420 | - |
| 4710 Food | 6,000 | 6,000 | - |
| 4720 Food:Other Food | 14,120 | 14,120 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **343,285** | **272,185** | **(71,100)** |

| 2024-25 July Budget | Annual Budget | | |
| --- | --- | --- | --- |
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 207,418 | 207,418 | (0) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 1,590 | 1,590 | - |
| 5210 MilesParkTolls | 1,060 | 1,060 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 4,240 | 4,240 | - |
| 5300 DuesMemberships | 10,600 | 10,600 | - |
| 5450 Other Insurance | 43,471 | 43,471 | - |
| 5500 OpsHousekeeping | 10,600 | 40,000 | 29,400 |
| 5510 Gas & Electric | 10,600 | 10,600 | - |
| 5610 Rent & Leases | 213,576 | 213,576 | - |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 5,300 | 5,300 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 30,000 | 10,000 | (20,000) |
| 5800 ProfessServices | 186,493 | 209,344 | 22,851 |
| 5810 Legal | 21,200 | 21,200 | - |
| 5813 SchPrgAftSchool | - | - | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 22,461 | 22,461 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 41,430 | 67,650 | 26,220 |
| 5836 FieldTrip Trans | 6,360 | 16,000 | 9,640 |
| 5840 MarkngStdtRecrt | 42,400 | 42,400 | - |
| 5850 Oversight Fees | 34,354 | 34,354 | - |
| 5857 Payroll Fees | 15,900 | 15,900 | - |
| 5860 Service Fees | 1,060 | 1,060 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 17,317 | 17,317 | - |
| 5864 Prof Dev-Other | 15,900 | 15,900 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 130,247 | 130,247 | (0) |
| 5870 Livescan | 795 | 795 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 83,000 | 50,000 | (33,000) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 3,180 | 3,180 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 21,200 | 21,200 | - |
| 5930 PostageDelivery | 4,240 | 4,240 | - |
| 5940 Technology | 26,539 | 26,814 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **1,222,071** | **1,257,457** | **35,386** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 5** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400  EquipFixed | - | - | - |
| 6900  Depreciation | 65,241 | 24,179 | (41,062) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **65,241** | **24,179** | **(41,062)** |
| **Other Outflows** | | | |
| 7299  Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310  Indirect Costs | - | - | - |
| 7438  InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| **TOTAL EXPENSES** | **4,610,670** | **4,844,908** | **234,238** |

**Monthly Cash Flow 2024-25**

**MSA-5**

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | **6,807,944** | **6,827,987** | **6,706,610** | **6,770,673** | **6,570,317** | **6,300,707** | **6,231,867** | **6,117,120** | **5,847,509** | **5,795,200** | **5,632,726** | **5,379,646** | **5,098,178** | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 133,561 | 160,273 | 160,273 | 160,273 | 160,273 | 160,273 | **1,869,853** |
| LCFF: EPA | - | - | 200,771 | - | - | 200,771 | - | - | 200,771 | - | - | - | 200,771 | **803,085** |
| LCFF: ILPT | - | 49,692 | 99,383 | 66,256 | 66,256 | 66,256 | 66,256 | 66,256 | 69,568 | 69,568 | 69,568 | 69,568 | 69,568 | **828,195** |
| Federal Revenue | - | - | 76,929 | - | - | - | 76,929 | - | - | 76,929 | - | - | 110,923 | **341,709** |
| Other State Revenues | 52,244 | 52,244 | 82,232 | 95,909 | 82,232 | 82,232 | 104,589 | 82,232 | 68,737 | 82,414 | 68,737 | 68,737 | 97,174 | **1,019,714** |
| Other Local Revenues | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | 3,476 | - | **41,713** |
| **Total Revenue** | **189,281** | **238,973** | **596,352** | **299,202** | **285,524** | **486,296** | **384,810** | **285,524** | **502,826** | **392,661** | **302,055** | **302,055** | **638,710** | **4,904,270** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 68,654 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 139,541 | 112,749 | **1,716,356** |
| Classified Salaries | 42,739 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | 53,423 | **683,818** |
| Benefits | 40,613 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 71,730 | 61,275 | **890,913** |
| Books and Supplies | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 21,775 | 10,887 | **272,185** |
| Services and Operations | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | 96,727 | **1,257,457** |
| Depreciation / Cap Outlay | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | - | **24,179** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **272,523** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **385,211** | **335,063** | **4,844,908** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 266,065 | 133,032 | 133,032 | | | | | | | | | | | **532,129** |
| Fixed Assets - Depreciation Addback | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | 2,015 | | **24,179** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (220,372) | (110,186) | (110,186) | | | | | | | | | | | **(440,744)** |
| Other | 55,578 | | (171,939) | (116,361) | (171,939) | (171,939) | (116,361) | (171,939) | (171,939) | (171,939) | (171,939) | (200,327) | | **(1,581,044)** |
| **Total Other Transactions** | **103,285** | **24,861** | **(147,078)** | **(114,346)** | **(169,924)** | **(169,924)** | **(114,346)** | **(169,924)** | **(169,924)** | **(169,924)** | **(169,924)** | **(198,312)** | | **(1,465,480)** |
| **Total Change in Cash** | **20,043** | **(121,377)** | **64,063** | **(200,356)** | **(269,611)** | **(68,839)** | **(114,747)** | **(269,611)** | **(52,309)** | **(162,474)** | **(253,080)** | **(281,468)** | | **(1,406,119)** |
| **ENDING CASH** | **6,827,987** | **6,706,610** | **6,770,673** | **6,570,317** | **6,300,707** | **6,231,867** | **6,117,120** | **5,847,509** | **5,795,200** | **5,632,726** | **5,379,646** | **5,098,178** | <<< = 384 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 104 | 112 | 8.71 |

## SUMMARY

**Revenue**

| | | | |
|---|---|---|---|
| LCFF Entitlement | 1,486,640 | 1,622,980 | 136,340 |
| Federal Revenue | 188,534 | 171,272 | (17,262) |
| Other State Revenues | 607,421 | 570,405 | (37,016) |
| Other Local Revenues | 118,428 | 133,203 | 14,775 |
| **Total Revenue** | **2,401,023** | **2,497,861** | **96,837** |

**Expenditures**

| | | | |
|---|---|---|---|
| Certificated Salaries | 797,356 | 898,270 | 100,914 |
| Classified Salaries | 247,184 | 275,738 | 28,554 |
| Benefits | 389,274 | 439,144 | 49,869 |
| Books and Supplies | 108,452 | 108,452 | (0) |
| Services and Operating Exp. | 841,962 | 748,890 | (93,072) |
| Depreciation & Cap Outlay | 15,470 | 2,838 | (12,632) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **2,399,699** | **2,473,332** | **73,633** |

| | | | |
|---|---|---|---|
| **Net Revenues** | **1,325** | **24,529** | **23,204** |

**Fund Balance**

| | | | |
|---|---|---|---|
| Beginning Balance (Budgeted) | 2,848,933 | 2,850,258 | |
| Net Revenues | 1,325 | 24,529 | |
| **Ending Fund Balance** | **2,850,258** | **2,874,786** | |

**Components of Fund Bal.**

| | | | |
|---|---|---|---|
| Available For Econ. Uncert. | | 2,208,299 | 89.3% of Expenditures |
| Restricted Balances (Est.) | | 660,417 | 26.7% of Expenditures |
| Net Fixed Assets | | 6,070 | 0.2% of Expenditures |
| **Ending Fund Balance** | | **2,874,786** | **116.2% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **REVENUE** | | | |
| **LCFF Entitlement** | | | |
| 8011    State Aid | 793,867 | 820,307 | 26,440 |
| 8012    EPA Entitlement | 327,866 | 379,408 | 51,542 |
| 8019    Prior Year Adjustments | - | - | - |
| 8096    InLieuPropTaxes | 364,907 | 423,265 | 58,358 |
|    **SUBTOTAL - LCFF Entitlement** | **1,486,640** | **1,622,980** | **136,340** |
| | | | |
| **Federal Revenue** | | | |
| 8181    SpEd - Revenue | - | - | - |
| 8220    SchLunchFederal | - | - | - |
| 8285    SpEd - Revenue | 24,557 | 29,821 | 5,265 |
| 8290    All Other Federal Revenue | 163,977 | 141,451 | (22,526) |
| 8295    Prior Year Adjustments (Fed Rev) | - | - | - |
|    **SUBTOTAL - Federal Revenue** | **188,534** | **171,272** | **(17,262)** |
| | | | |
| **Other State Revenue** | | | |
| 8311    SpEd Revenue | - | - | - |
| 8520    SchoolNutrState | - | - | - |
| 8550    MandCstReimburs | 2,004 | 2,246 | 242 |
| 8560    StateLotteryRev | 25,133 | 27,960 | 2,827 |
| 8590    AllOthStateRev | 580,284 | 540,200 | (40,085) |
| 8595    Prior Year Adjustments (Other State Rev) | - | - | - |
|    **SUBTOTAL - Other State Revenue** | **607,421** | **570,405** | **(37,016)** |
| | | | |
| **Local Revenue** | | | |
| 8600    Other Local Rev | - | - | - |
| 8634    StudentLunchFee | - | - | - |
| 8650    Leases &Rentals | - | - | - |
| 8660    Interest | - | - | - |
| 8698    OthRev-Suspense | - | - | - |
| 8690    Prior Year Adj (Local1) | - | - | - |
| 8677    SpEd Revenue | 97,312 | 8,951 | (88,362) |
| 8699    Other Revenue | 2,000 | 105,137 | 103,137 |
| 8999    Misc Revenue (Suspense) | - | - | - |
|    **SUBTOTAL - Local Revenue** | **99,312** | **114,087** | **14,775** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,116 | 7,116 | - |
| 8803 Fundraising | 12,000 | 12,000 | - |
| SUBTOTAL - Fundraising & Grants | **19,116** | **19,116** | **-** |
| | | | |
| **TOTAL REVENUE** | **2,401,023** | **2,497,861** | **96,837** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 576,232 | 597,881 | 21,649 |
| 1200 Cert Aid | - | 73,217 | 73,217 |
| 1300 Cert Adminis | 221,124 | 227,172 | 6,048 |
| SUBTOTAL - Certificated Salaries | **797,356** | **898,270** | **100,914** |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 15,250 | 15,250 | - |
| 2200 Classified Support | 146,946 | 172,160 | 25,214 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 84,988 | 88,328 | 3,340 |
| 2900 OtherClassStaff | - | - | - |
| SUBTOTAL - Classified Salaries | **247,184** | **275,738** | **28,554** |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 136,288 | 144,062 | 7,774 |
| 3102 STRS-Classified | 9,413 | 20,428 | 11,015 |
| 3201 PERS-Cert | 12,271 | 27,734 | 15,463 |
| 3202 PERS-Classified | 46,768 | 42,198 | (4,571) |
| 3301 OASDI/Med-Cert | 13,823 | 18,795 | 4,971 |
| 3302 OASDI/Med-Class | 13,966 | 13,507 | (459) |
| 3401 HlthWelfareCert | 96,065 | 111,209 | 15,144 |
| 3402 HlthWelfareCert | 39,379 | 39,217 | (162) |
| 3501 UI-Certificated | 3,795 | 4,285 | 490 |
| 3502 UI-Classified | 1,113 | 1,316 | 204 |
| 3601 WorkersCmp-Cert | 8,924 | 11,655 | 2,731 |
| 3602 WorkersCmp-Class | 7,471 | 4,739 | (2,732) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| SUBTOTAL - Employee Benefits | **389,274** | **439,144** | **49,869** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100    Text&CoreCurric | 34,000 | 34,000 | (0) |
| 4200    BooksOthRefMats | - | - | - |
| 4300    Materials and Supplies | - | - | - |
| 4310    Ins Mats & Sups | 2,120 | 2,120 | - |
| 4315    OthrSupplies | - | - | - |
| 4320    Office Supplies | 4,240 | 4,240 | - |
| 4325    ProfDevMat&Sups | - | - | - |
| 4326    Arts&MusicSupps | 1,378 | 1,378 | - |
| 4335    PE Supplies | 1,060 | 1,060 | - |
| 4340    Educat Software | 21,356 | 21,356 | (0) |
| 4345    NonInstStdntSup | 26,808 | 26,808 | - |
| 4346    TeacherSupplies | 5,300 | 5,300 | - |
| 4350    Cust. Supplies | 2,120 | 2,120 | - |
| 4351    Yearbook | - | - | - |
| 4390    Uniforms | 4,240 | 4,240 | (0) |
| 4400    NonCapEquip-Gen | 1,060 | 1,060 | - |
| 4410    ClssrmFrnEqp<5k | - | - | - |
| 4430    OffceFurnEqp<5k | 530 | 530 | - |
| 4440    Computers <$5k | - | - | - |
| 4461    Fixed Asset Susp (Imp) | - | - | - |
| 4464    Equipment (Pre-Cap) | - | - | - |
| 4710    Food | - | - | - |
| 4720    Food:Other Food | 4,240 | 4,240 | - |
| 4990    Prior Year Adj (Mat'ls) | - | - | - |
| 4999    Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **108,452** | **108,452** | **(0)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 172,849 | 172,849 | 0 |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 530 | 530 | - |
| 5210 MilesParkTolls | 530 | 530 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 530 | 530 | (0) |
| 5300 DuesMemberships | 2,650 | 2,650 | - |
| 5450 Other Insurance | 22,033 | 22,033 | 0 |
| 5500 OpsHousekeeping | 13,780 | 13,780 | - |
| 5510 Gas & Electric | 530 | 530 | (0) |
| 5610 Rent & Leases | 131,464 | 131,464 | 0 |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 7,632 | 7,632 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 2,120 | 2,120 | - |
| 5800 ProfessServices | 125,416 | 62,069 | (63,347) |
| 5810 Legal | 8,500 | 8,500 | - |
| 5813 SchPrgAftSchool | 66,228 | 66,228 | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 2,120 | 2,120 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | - | - | - |
| 5836 FieldTrip Trans | 120,000 | 90,000 | (30,000) |
| 5840 MarkngStdtRecrt | 530 | 530 | (0) |
| 5850 Oversight Fees | 15,105 | 15,105 | (0) |
| 5857 Payroll Fees | 9,540 | 9,540 | - |
| 5860 Service Fees | 1,590 | 1,590 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 20,555 | 20,555 | - |
| 5864 Prof Dev-Other | 4,985 | 4,985 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 24,557 | 24,557 | (0) |
| 5870 Livescan | 424 | 424 | - |
| 5872 SPED Fees (incl Encroachment) | 19,575 | 19,575 | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 20,000 | 20,000 | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 1,590 | 1,590 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 20,000 | 20,000 | - |
| 5930 PostageDelivery | 1,060 | 1,060 | - |
| 5940 Technology | 15,999 | 16,274 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **841,962** | **748,890** | **(93,072)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 6** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400      EquipFixed | - | - | - |
| 6900      Depreciation | 15,470 | 2,838 | (12,632) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **15,470** | **2,838** | **(12,632)** |
| | | | |
| **Other Outflows** | | | |
| 7299      Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310      Indirect Costs | - | - | - |
| 7438      InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **2,399,699** | **2,473,332** | **73,633** |

**Monthly Cash Flow 2024-25**

| MSA-6 | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BEGINNING CASH | 2,510,094 | 2,635,051 | 2,645,830 | 2,833,827 | 2,799,047 | 2,733,220 | 2,762,246 | 2,741,018 | 2,675,191 | 2,707,905 | 2,688,119 | 2,625,980 | 2,563,842 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 58,593 | 70,312 | 70,312 | 70,312 | 70,312 | 70,312 | **820,307** |
| LCFF: EPA | - | - | 94,852 | - | - | 94,852 | - | - | 94,852 | - | - | - | 94,852 | **379,408** |
| LCFF: ILPT | - | 25,396 | 50,792 | 33,861 | 33,861 | 33,861 | 33,861 | 33,861 | 35,554 | 35,554 | 35,554 | 35,554 | 35,554 | **423,265** |
| Federal Revenue | 2,294 | 2,294 | 37,657 | 2,294 | 2,294 | 2,294 | 37,657 | 2,294 | 2,294 | 37,657 | 2,294 | 2,294 | 37,657 | **171,272** |
| Other State Revenues | 27,010 | 27,010 | 48,618 | 55,608 | 48,618 | 48,618 | 57,854 | 48,618 | 38,894 | 45,884 | 38,894 | 38,894 | 45,884 | **570,405** |
| Other Local Revenues | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | - | **133,203** |
| **Total Revenue** | **98,998** | **124,393** | **301,612** | **161,457** | **154,467** | **249,319** | **199,065** | **154,467** | **253,007** | **200,508** | **158,155** | **158,155** | **284,259** | **2,497,861** |
| | | | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 35,931 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 73,030 | 59,008 | **898,270** |
| Classified Salaries | 17,234 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | 21,542 | **275,738** |
| Benefits | 19,838 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 35,382 | 30,103 | **439,144** |
| Books and Supplies | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 8,676 | 4,338 | **108,452** |
| Services and Operations | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | 57,607 | **748,890** |
| Depreciation / Cap Outlay | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | - | **2,838** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **139,522** | **196,474** | **196,474** | **196,474** | **196,474** | **196,474** | **196,474** | **196,474** | **196,474** | **196,474** | **196,474** | **196,474** | **172,599** | **2,473,332** |
| | | | | | | | | | | | | | | |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 251,953 | 125,976 | 125,976 | | | | | | | | | | | **503,905** |
| Fixed Assets - Depreciation Addback | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | 236 | | **2,838** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (86,708) | (43,354) | (43,354) | | | | | | | | | | | **(173,415)** |
| Other | | | - | - | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | (24,056) | | **(192,448)** |
| **Total Other Transactions** | **165,481** | **82,859** | **82,859** | **236** | **(23,820)** | **(23,820)** | **(23,820)** | **(23,820)** | **(23,820)** | **(23,820)** | **(23,820)** | **(23,820)** | | **140,880** |
| | | | | | | | | | | | | | | |
| **Total Change in Cash** | **124,957** | **10,779** | **187,997** | **(34,781)** | **(65,826)** | **29,025** | **(21,228)** | **(65,826)** | **32,714** | **(19,786)** | **(62,138)** | **(62,138)** | | **165,409** |
| | | | | | | | | | | | | | | |
| ENDING CASH | 2,635,051 | 2,645,830 | 2,833,827 | 2,799,047 | 2,733,220 | 2,762,246 | 2,741,018 | 2,675,191 | 2,707,905 | 2,688,119 | 2,625,980 | 2,563,842 | <<< = 378 days cash | |

| 2024-25 July Budget | Annual Budget | |
|---|---|---|
| **MSA 7** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| Projected Average Daily Attendance: | 262 | 269 | 6.29 |

**SUMMARY**

**Revenue**

| | | | |
|---|---|---|---|
| LCFF Entitlement | 3,833,581 | 4,026,884 | 193,303 |
| Federal Revenue | 299,687 | 315,432 | 15,744 |
| Other State Revenues | 2,043,668 | 1,536,985 | (506,683) |
| Other Local Revenues | 273,519 | 292,745 | 19,227 |
| **Total Revenue** | **6,450,455** | **6,172,046** | **(278,409)** |

**Expenditures**

| | | | |
|---|---|---|---|
| Certificated Salaries | 1,733,733 | 1,776,472 | 42,739 |
| Classified Salaries | 801,890 | 928,555 | 126,665 |
| Benefits | 848,545 | 921,088 | 72,543 |
| Books and Supplies | 265,174 | 208,078 | (57,096) |
| Services and Operating Exp. | 2,622,060 | 2,264,396 | (357,664) |
| Depreciation & Cap Outlay | 65,478 | 45,363 | (20,115) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **6,336,879** | **6,143,952** | **(192,927)** |

| **Net Revenues** | **113,576** | **28,094** | **(85,482)** |
|---|---|---|---|

**Fund Balance**

| | | |
|---|---|---|
| Beginning Balance (Budgeted) | 3,259,094 | 3,372,670 |
| Net Revenues | 113,576 | 28,094 |
| **Ending Fund Balance** | **3,372,670** | **3,400,765** |

**Components of Fund Bal.**

| | | |
|---|---|---|
| Available For Econ. Uncert. | 2,577,384 | 41.9% of Expenditures |
| Restricted Balances (Est.) | 763,318 | 12.4% of Expenditures |
| Net Fixed Assets | 60,063 | 1.0% of Expenditures |
| **Ending Fund Balance** | **3,400,765** | **55.4% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

| **REVENUE** | | | |
|---|---|---|---|
| **LCFF Entitlement** | | | |
| 8011 State Aid | 2,107,652 | 2,167,307 | 59,655 |
| 8012 EPA Entitlement | 803,212 | 847,440 | 44,228 |
| 8019 Prior Year Adjustments | - | - | - |
| 8096 InLieuPropTaxes | 922,717 | 1,012,137 | 89,420 |
| **SUBTOTAL - LCFF Entitlement** | **3,833,581** | **4,026,884** | **193,303** |
| | | | |
| **Federal Revenue** | | | |
| 8181 SpEd - Revenue | - | - | - |
| 8220 SchLunchFederal | - | - | - |
| 8285 SpEd - Revenue | 62,787 | 71,313 | 8,526 |
| 8290 All Other Federal Revenue | 236,900 | 244,119 | 7,219 |
| 8295 Prior Year Adjustments (Fed Rev) | - | - | - |
| **SUBTOTAL - Federal Revenue** | **299,687** | **315,432** | **15,744** |
| | | | |
| **Other State Revenue** | | | |
| 8311 SpEd Revenue | - | - | - |
| 8520 SchoolNutrState | - | - | - |
| 8550 MandCstReimburs | 5,123 | 5,370 | 248 |
| 8560 StateLotteryRev | 64,261 | 66,861 | 2,600 |
| 8590 AllOthStateRev | 1,974,285 | 1,464,754 | (509,531) |
| 8595 Prior Year Adjustments (Other State Rev) | - | - | - |
| **SUBTOTAL - Other State Revenue** | **2,043,668** | **1,536,985** | **(506,683)** |
| | | | |
| **Local Revenue** | | | |
| 8600 Other Local Rev | - | - | - |
| 8634 StudentLunchFee | 2,000 | 2,000 | - |
| 8650 Leases &Rentals | - | - | - |
| 8660 Interest | - | - | - |
| 8698 OthRev-Suspense | - | - | - |
| 8690 Prior Year Adj (Local1) | - | - | - |
| 8677 SpEd Revenue | 248,810 | 21,404 | (227,406) |
| 8699 Other Revenue | 10,000 | 256,633 | 246,633 |
| 8999 Misc Revenue (Suspense) | 1,000 | 1,000 | - |
| **SUBTOTAL - Local Revenue** | **261,810** | **281,037** | **19,227** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802　　Donations - Private | 7,116 | 7,116 | - |
| 8803　　Fundraising | 4,593 | 4,593 | (0) |
| 　　　　SUBTOTAL - Fundraising & Grants | **11,709** | **11,709** | **(0)** |
| | | | |
| **TOTAL REVENUE** | **6,450,455** | **6,172,046** | **(278,409)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100　　TeacherSalaries | 1,307,779 | 1,328,286 | 20,507 |
| 1200　　Cert Aid | 85,844 | 88,858 | 3,014 |
| 1300　　Cert Adminis | 340,110 | 359,328 | 19,218 |
| 　　　　SUBTOTAL - Certificated Salaries | **1,733,733** | **1,776,472** | **42,739** |
| | | | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Classified Salaries** | | | |
| 2100    Instructional Aides | 417,076 | 463,680 | 46,604 |
| 2200    Classified Support | 159,190 | 190,020 | 30,830 |
| 2300    Classified Admin | - | - | - |
| 2400    Clerical & Tech | 197,890 | 205,616 | 7,726 |
| 2900    OtherClassStaff | 27,733 | 69,239 | 41,506 |
| **SUBTOTAL - Classified Salaries** | **801,890** | **928,555** | **126,665** |
| | | | |
| **Employee Benefits** | | | |
| 3101    STRS-Certified | 285,187 | 268,216 | (16,971) |
| 3102    STRS-Classified | 35,880 | 62,017 | 26,138 |
| 3201    PERS-Cert | 42,362 | 62,668 | 20,307 |
| 3202    PERS-Classified | 101,726 | 120,288 | 18,561 |
| 3301    OASDI/Med-Cert | 33,653 | 38,222 | 4,569 |
| 3302    OASDI/Med-Class | 31,546 | 40,754 | 9,208 |
| 3401    HlthWelfareCert | 225,050 | 224,433 | (617) |
| 3402    HlthWelfareCert | 59,322 | 69,711 | 10,389 |
| 3501    UI-Certificated | 8,250 | 8,182 | (68) |
| 3502    UI-Classified | 2,823 | 3,851 | 1,028 |
| 3601    WorkersCmp-Cert | 2,602 | 9,444 | 6,841 |
| 3602    WorkersCmp-Class | 20,144 | 13,302 | (6,841) |
| 3701    Other Retirement-Cert | - | - | - |
| 3901    OthBenes-Cert | - | - | - |
| 3902    OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **848,545** | **921,088** | **72,543** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA 7** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | | |
| 4100 | Text&CoreCurric | 59,436 | 30,000 | (29,436) |
| 4200 | BooksOthRefMats | 2,160 | 2,160 | (0) |
| 4300 | Materials and Supplies | 7,000 | 7,000 | (0) |
| 4310 | Ins Mats & Sups | 19,540 | 19,540 | - |
| 4315 | OthrSupplies | 2,000 | 2,000 | - |
| 4320 | Office Supplies | 20,520 | 20,520 | - |
| 4325 | ProfDevMat&Sups | - | - | - |
| 4326 | Arts&MusicSupps | 2,000 | 2,000 | - |
| 4335 | PE Supplies | 1,620 | 1,620 | - |
| 4340 | Educat Software | 35,675 | 35,675 | 0 |
| 4345 | NonInstStdntSup | 28,482 | 28,482 | (0) |
| 4346 | TeacherSupplies | 1,080 | 1,080 | (0) |
| 4350 | Cust. Supplies | 21,600 | 21,600 | (0) |
| 4351 | Yearbook | - | - | - |
| 4390 | Uniforms | 9,720 | 9,720 | - |
| 4400 | NonCapEquip-Gen | 22,400 | 10,000 | (12,400) |
| 4410 | ClssrmFrnEqp<5k | 5,400 | - | (5,400) |
| 4430 | OffceFurnEqp<5k | 2,160 | - | (2,160) |
| 4440 | Computers <$5k | 12,700 | 5,000 | (7,700) |
| 4461 | Fixed Asset Susp (Imp) | - | - | - |
| 4464 | Equipment (Pre-Cap) | - | - | - |
| 4710 | Food | 5,400 | 5,400 | - |
| 4720 | Food:Other Food | 5,400 | 5,400 | - |
| 4990 | Prior Year Adj (Mat'ls) | - | - | - |
| 4999 | Misc Expenditure (Suspense) | 880 | 880 | - |
| | **SUBTOTAL - Books and Supplies** | **265,174** | **208,078** | **(57,096)** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 553,115 | 253,115 | (300,000) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 1,080 | - | (1,080) |
| 5210 MilesParkTolls | 1,080 | 3,000 | 1,920 |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 2,000 | 3,000 | 1,000 |
| 5300 DuesMemberships | 10,800 | 10,800 | - |
| 5450 Other Insurance | 62,100 | 62,100 | - |
| 5500 OpsHousekeeping | 39,960 | 15,000 | (24,960) |
| 5510 Gas & Electric | 66,960 | 66,960 | - |
| 5610 Rent & Leases | 303,000 | 350,000 | 47,000 |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 15,120 | 15,120 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 104,840 | 40,000 | (64,840) |
| 5800 ProfessServices | 225,199 | 234,835 | 9,636 |
| 5810 Legal | 10,800 | 10,800 | - |
| 5813 SchPrgAftSchool | 10,800 | 10,800 | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | 588,119 | 601,505 | 13,386 |
| 5820 Audit & CPA | 9,720 | 9,720 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 24,840 | 24,840 | (0) |
| 5836 FieldTrip Trans | - | - | - |
| 5840 MarkngStdtRecrt | 27,000 | 27,000 | (0) |
| 5850 Oversight Fees | 37,491 | 37,491 | - |
| 5857 Payroll Fees | 16,200 | 16,200 | - |
| 5860 Service Fees | 1,620 | 1,620 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 26,460 | 26,460 | (0) |
| 5864 Prof Dev-Other | 16,200 | 16,200 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 225,818 | 225,818 | (0) |
| 5870 Livescan | 1,080 | 1,080 | (0) |
| 5872 SPED Fees (incl Encroachment) | 55,080 | 55,080 | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 123,000 | 83,000 | (40,000) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 2,160 | 2,160 | (0) |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 23,760 | 23,760 | - |
| 5930 PostageDelivery | 2,700 | 2,700 | - |
| 5940 Technology | 33,957 | 34,232 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,622,060** | **2,264,396** | **(357,664)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 7** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400     EquipFixed | - | - | - |
| 6900     Depreciation | 65,478 | 45,363 | (20,115) |
| **SUBTOTAL - Capital Outlay & Depreciation** | **65,478** | **45,363** | **(20,115)** |
| | | | |
| **Other Outflows** | | | |
| 7299     Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310     Indirect Costs | - | - | - |
| 7438     InterestExpense | - | - | - |
| **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **6,336,879** | **6,143,952** | **(192,927)** |

**Monthly Cash Flow 2024-25**

## MSA-7

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,211,085 | 2,349,163 | 2,307,082 | 2,657,209 | 2,589,345 | 2,504,765 | 2,632,046 | 2,630,582 | 2,546,002 | 2,681,927 | 2,683,737 | 2,607,802 | 2,505,962 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 154,808 | 185,769 | 185,769 | 185,769 | 185,769 | 185,769 | 2,167,307 |
| LCFF: EPA | - | - | 211,860 | - | - | 211,860 | - | - | 211,860 | - | - | - | 211,860 | 847,440 |
| LCFF: ILPT | - | 60,728 | 121,456 | 80,971 | 80,971 | 80,971 | 80,971 | 80,971 | 85,020 | 85,020 | 85,020 | 85,020 | 85,020 | 1,012,137 |
| Federal Revenue | 5,486 | 5,486 | 66,515 | 5,486 | 5,486 | 5,486 | 66,515 | 5,486 | 5,486 | 66,515 | 5,486 | 5,486 | 66,515 | 315,432 |
| Other State Revenues | 73,238 | 73,238 | 131,828 | 148,543 | 131,828 | 131,828 | 153,913 | 131,828 | 105,462 | 122,177 | 105,462 | 105,462 | 122,177 | 1,536,985 |
| Other Local Revenues | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 24,229 | 2,000 | 292,745 |
| **Total Revenue** | 257,760 | 318,488 | 710,696 | 414,036 | 397,321 | 609,181 | 480,436 | 397,321 | 617,825 | 483,710 | 405,965 | 405,965 | 673,341 | 6,172,046 |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 71,059 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 144,429 | 116,698 | 1,776,472 |
| Classified Salaries | 58,035 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 72,543 | 928,555 |
| Benefits | 42,421 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 74,098 | 63,590 | 921,088 |
| Books and Supplies | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 16,646 | 8,323 | 208,078 |
| Services and Operations | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 174,184 | 2,264,396 |
| Depreciation / Cap Outlay | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | - | 45,363 |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | 366,126 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 485,681 | 435,339 | 6,143,952 |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 543,242 | 271,621 | 271,621 | | | | | | | | | | | 1,086,483 |
| Fixed Assets - Depreciation Addback | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | | 45,363 |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | - |
| Accounts Payable | (300,578) | (150,289) | (150,289) | | | | | | | | | | | (601,156) |
| Other | | | - | - | - | - | - | - | - | - | - | (25,905) | | (25,905) |
| **Total Other Transactions** | 246,444 | 125,112 | 125,112 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | 3,780 | (22,125) | | 504,785 |
| **Total Change in Cash** | 138,078 | (42,081) | 350,127 | (67,864) | (84,580) | 127,280 | (1,464) | (84,580) | 135,925 | 1,810 | (75,935) | (101,840) | | 532,879 |
| **ENDING CASH** | 2,349,163 | 2,307,082 | 2,657,209 | 2,589,345 | 2,504,765 | 2,632,046 | 2,630,582 | 2,546,002 | 2,681,927 | 2,683,737 | 2,607,802 | 2,505,962 | | |

<<< = 149 days cash



Bar chart titled ENDING CASH showing monthly ending cash values from Jul through Jun.

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 371 | 375 | 3.58 |

### SUMMARY

**Revenue**

| | | | |
|---|---|---|---|
| LCFF Entitlement | 5,343,117 | 5,284,077 | (59,040) |
| Federal Revenue | 439,769 | 332,619 | (107,150) |
| Other State Revenues | 1,822,200 | 1,522,405 | (299,795) |
| Other Local Revenues | 371,619 | 387,198 | 15,579 |
| **Total Revenue** | **7,976,705** | **7,526,299** | **(450,406)** |

**Expenditures**

| | | | |
|---|---|---|---|
| Certificated Salaries | 2,623,200 | 2,790,550 | 167,349 |
| Classified Salaries | 838,292 | 956,971 | 118,679 |
| Benefits | 1,163,214 | 1,266,304 | 103,090 |
| Books and Supplies | 553,796 | 255,904 | (297,892) |
| Services and Operating Exp. | 2,201,027 | 2,168,848 | (32,179) |
| Depreciation & Cap Outlay | 189,508 | 54,940 | (134,567) |
| Other Outflows | - | - | - |
| **Total Expenditures** | **7,569,038** | **7,493,517** | **(75,521)** |
| **Net Revenues** | **407,667** | **32,781** | **(374,886)** |

**Fund Balance**

| | | | |
|---|---|---|---|
| Beginning Balance (Budgeted) | 7,604,881 | 8,012,548 | |
| Net Revenues | 407,667 | 32,781 | |
| **Ending Fund Balance** | **8,012,548** | **8,045,330** | |

**Components of Fund Bal.**

| | | | |
|---|---|---|---|
| Available For Econ. Uncert. | | 7,572,046 | 101.0% of Expenditures |
| Restricted Balances (Est.) | | 316,900 | 4.2% of Expenditures |
| Net Fixed Assets | | 156,384 | 2.1% of Expenditures |
| **Ending Fund Balance** | | **8,045,330** | **107.4% of Expenditures** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 2,814,627 | 2,598,576 | (216,051) |
| 8012 | EPA Entitlement | 1,198,415 | 1,273,348 | 74,933 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 1,330,075 | 1,412,153 | 82,078 |
| | **SUBTOTAL - LCFF Entitlement** | **5,343,117** | **5,284,077** | **(59,040)** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | - | - | - |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | 90,436 | 99,493 | 9,057 |
| 8290 | All Other Federal Revenue | 349,333 | 233,126 | (116,207) |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **439,769** | **332,619** | **(107,150)** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | - | - | - |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 7,379 | 7,493 | 114 |
| 8560 | StateLotteryRev | 92,558 | 93,282 | 723 |
| 8590 | AllOthStateRev | 1,722,263 | 1,421,631 | (300,632) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **1,822,200** | **1,522,405** | **(299,795)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | - | - | - |
| 8660 | Interest | 3,500 | 3,500 | (0) |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | 358,376 | 29,862 | (328,514) |
| 8699 | Other Revenue | 3,250 | 347,343 | 344,093 |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **365,126** | **380,705** | **15,579** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802  Donations - Private | - | - | - |
| 8803  Fundraising | 6,494 | 6,494 | 0 |
| SUBTOTAL - Fundraising & Grants | **6,494** | **6,494** | **0** |
| | | | |
| **TOTAL REVENUE** | **7,976,705** | **7,526,299** | **(450,406)** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100  TeacherSalaries | 1,994,324 | 2,133,924 | 139,600 |
| 1200  Cert Aid | 161,458 | 163,482 | 2,024 |
| 1300  Cert Adminis | 467,419 | 493,144 | 25,725 |
| SUBTOTAL - Certificated Salaries | **2,623,200** | **2,790,550** | **167,349** |
| **Classified Salaries** | | | |
| 2100  Instructional Aides | 259,435 | 267,622 | 8,187 |
| 2200  Classified Support | 342,987 | 366,966 | 23,979 |
| 2300  Classified Admin | - | - | - |
| 2400  Clerical & Tech | 235,871 | 322,384 | 86,513 |
| 2900  OtherClassStaff | - | - | - |
| SUBTOTAL - Classified Salaries | **838,292** | **956,971** | **118,679** |
| **Employee Benefits** | | | |
| 3101  STRS-Certified | 449,509 | 450,323 | 814 |
| 3102  STRS-Classified | 31,301 | 54,679 | 23,378 |
| 3201  PERS-Cert | 49,709 | 80,335 | 30,626 |
| 3202  PERS-Classified | 100,680 | 120,686 | 20,006 |
| 3301  OASDI/Med-Cert | 48,209 | 56,948 | 8,739 |
| 3302  OASDI/Med-Class | 30,902 | 38,345 | 7,443 |
| 3401  HlthWelfareCert | 298,886 | 311,461 | 12,575 |
| 3402  HlthWelfareCert | 108,459 | 106,397 | (2,063) |
| 3501  UI-Certificated | 12,688 | 13,276 | 588 |
| 3502  UI-Classified | 2,684 | 3,666 | 982 |
| 3601  WorkersCmp-Cert | 8,587 | 30,187 | 21,600 |
| 3602  WorkersCmp-Class | 21,600 | - | (21,600) |
| 3701  Other Retirement-Cert | - | - | - |
| 3901  OthBenes-Cert | - | - | - |
| 3902  OthBenes-Class | - | - | - |
| SUBTOTAL - Employee Benefits | **1,163,214** | **1,266,304** | **103,090** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 140,892 | 40,000 | (100,892) |
| 4200 BooksOthRefMats | 10,000 | 5,000 | (5,000) |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 30,851 | 30,851 | - |
| 4315 OthrSupplies | - | - | - |
| 4320 Office Supplies | 20,000 | 20,000 | - |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 26,000 | 26,000 | - |
| 4335 PE Supplies | 2,500 | 2,500 | - |
| 4340 Educat Software | 92,000 | 66,000 | (26,000) |
| 4345 NonInstStdntSup | 79,053 | 4,053 | (75,000) |
| 4346 TeacherSupplies | 2,000 | 2,000 | - |
| 4350 Cust. Supplies | 16,000 | 8,000 | (8,000) |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 13,000 | 13,000 | - |
| 4400 NonCapEquip-Gen | 2,000 | 2,000 | - |
| 4410 ClssrmFrnEqp<5k | 2,000 | 2,000 | - |
| 4430 OffceFurnEqp<5k | 2,500 | 2,500 | - |
| 4440 Computers <$5k | 53,000 | 10,000 | (43,000) |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 2,000 | 2,000 | - |
| 4710 Food | 40,000 | 10,000 | (30,000) |
| 4720 Food:Other Food | 20,000 | 10,000 | (10,000) |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **553,796** | **255,904** | **(297,892)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101  CMO Fees | 795,103 | 795,103 | (0) |
| 5200  Travel - General | - | - | - |
| 5205  Conference Fees | 1,000 | 1,000 | - |
| 5210  MilesParkTolls | 1,000 | 1,000 | - |
| 5215  TravConferences | - | - | - |
| 5220  TraLodging | 18,000 | 18,000 | - |
| 5300  DuesMemberships | 11,000 | 11,000 | - |
| 5450  Other Insurance | 65,082 | 65,082 | - |
| 5500  OpsHousekeeping | 7,500 | 7,500 | - |
| 5510  Gas & Electric | - | - | - |
| 5610  Rent & Leases | 437,894 | 437,894 | - |
| 5611  Rent & Leases- Interest | - | - | - |
| 5620  EquipmentLeases | 12,000 | 12,000 | - |
| 5621  EquipmentLeases- Interest | - | - | - |
| 5630  Reps&MaintBldng | 4,000 | 4,000 | - |
| 5800  ProfessServices | 178,644 | 146,190 | (32,454) |
| 5810  Legal | 25,000 | 25,000 | - |
| 5813  SchPrgAftSchool | 54,300 | 54,300 | (0) |
| 5814  SchPrgAcadComps | - | - | - |
| 5819  SchlProgs-Other | 25,000 | 25,000 | (0) |
| 5820  Audit & CPA | 9,000 | 9,000 | - |
| 5825  DMSBusinessSvcs | - | - | - |
| 5835  Field Trips | 33,000 | 33,000 | - |
| 5836  FieldTrip Trans | - | - | - |
| 5840  MarkngStdtRecrt | 20,000 | 20,000 | - |
| 5850  Oversight Fees | 53,431 | 53,431 | - |
| 5857  Payroll Fees | 20,000 | 20,000 | - |
| 5860  Service Fees | - | - | - |
| 5861  Prior Year Services | - | - | - |
| 5863  Prof Developmnt | 22,000 | 22,000 | - |
| 5864  Prof Dev-Other | 15,000 | 15,000 | - |
| 5865  Professional Development LLM | - | - | - |
| 5869  SpEd Ctrct Inst | 104,086 | 104,086 | - |
| 5870  Livescan | 1,200 | 1,200 | - |
| 5872  SPED Fees (incl Encroachment) | 70,000 | 70,000 | - |
| 5875  Staff Recruiting | - | - | - |
| 5884  Substitutes | 128,000 | 128,000 | - |
| 5890  OthSvcsNon-Inst | - | - | - |
| 5900  Communications | 5,000 | 5,000 | - |
| 5910  Communications 2 | - | - | - |
| 5920  TelecomInternet | 40,000 | 40,000 | - |
| 5930  PostageDelivery | 7,000 | 7,000 | - |
| 5940  Technology | 37,787 | 38,062 | 275 |
| 5990  Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,201,027** | **2,168,848** | **(32,179)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA 8** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400      EquipFixed | - | - | - |
| 6900      Depreciation | 189,508 | 54,940 | (134,567) |
|      **SUBTOTAL - Capital Outlay & Depreciation** | **189,508** | **54,940** | **(134,567)** |
| | | | |
| **Other Outflows** | | | |
| 7299      Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310      Indirect Costs | - | - | - |
| 7438      InterestExpense | - | - | - |
|      **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | |
| **TOTAL EXPENSES** | **7,569,038** | **7,493,517** | **(75,521)** |

| **Monthly Cash Flow 2024-25** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **MSA-8** | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Accruals | |
| | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | BUDGET | TOTAL |
| **BEGINNING CASH** | 6,671,233 | 7,016,619 | 6,909,582 | 7,320,758 | 7,331,914 | 7,134,089 | 7,254,602 | 7,331,531 | 7,133,706 | 7,271,401 | 7,358,019 | 7,177,376 | 6,966,546 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 185,613 | 222,735 | 222,735 | 222,735 | 222,735 | 222,735 | **2,598,576** |
| LCFF: EPA | - | - | 318,337 | - | - | 318,337 | - | - | 318,337 | - | - | - | 318,337 | **1,273,348** |
| LCFF: ILPT | - | 84,729 | 169,458 | 112,972 | 112,972 | 112,972 | 112,972 | 112,972 | 118,621 | 118,621 | 118,621 | 118,621 | 118,621 | **1,412,153** |
| Federal Revenue | 7,653 | 7,653 | 65,935 | 7,653 | 7,653 | 7,653 | 65,935 | 7,653 | 7,653 | 65,935 | 7,653 | 7,653 | 65,935 | **332,619** |
| Other State Revenues | 71,082 | 71,082 | 127,947 | 151,267 | 127,947 | 127,947 | 158,760 | 127,947 | 102,357 | 125,678 | 102,357 | 102,357 | 125,678 | **1,522,405** |
| Other Local Revenues | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | 32,267 | - | **387,198** |
| **Total Revenue** | **296,614** | **381,343** | **899,556** | **489,772** | **466,451** | **784,788** | **555,546** | **466,451** | **801,970** | **565,235** | **483,633** | **483,633** | **851,306** | **7,526,299** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 111,622 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 226,874 | 183,314 | **2,790,550** |
| Classified Salaries | 59,811 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | 74,763 | **956,971** |
| Benefits | 56,707 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 102,097 | 86,531 | **1,266,304** |
| Books and Supplies | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 20,472 | 10,236 | **255,904** |
| Services and Operations | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | 166,834 | **2,168,848** |
| Depreciation / Cap Outlay | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | - | **54,940** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | **420,025** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **595,619** | **521,679** | **7,493,517** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 638,448 | 319,224 | 319,224 | | | | | | | | | | | **1,276,896** |
| Fixed Assets - Depreciation Addback | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | 4,578 | | **54,940** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (286,655) | (143,328) | (143,328) | | | | | | | | | | | **(573,310)** |
| Other | 112,425 | (73,235) | (73,235) | 112,425 | (73,235) | (73,235) | 112,425 | (73,235) | (73,235) | 112,425 | (73,235) | (103,423) | | **(166,369)** |
| **Total Other Transactions** | **468,796** | **107,240** | **107,240** | **117,003** | **(68,657)** | **(68,657)** | **117,003** | **(68,657)** | **(68,657)** | **117,003** | **(68,657)** | **(98,845)** | | **592,158** |
| **Total Change in Cash** | **345,386** | **(107,036)** | **411,176** | **11,156** | **(197,825)** | **120,512** | **76,929** | **(197,825)** | **137,694** | **86,619** | **(180,643)** | **(210,831)** | | **624,939** |
| **ENDING CASH** | **7,016,619** | **6,909,582** | **7,320,758** | **7,331,914** | **7,134,089** | **7,254,602** | **7,331,531** | **7,133,706** | **7,271,401** | **7,358,019** | **7,177,376** | **6,966,546** | <<< = 339 days cash | |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 476 | 490 | 13.71 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 7,212,179 | 7,484,380 | 272,201 |
| Federal Revenue | 559,721 | 468,130 | (91,590) |
| Other State Revenues | 2,993,872 | 2,488,332 | (505,540) |
| Other Local Revenues | 151,673 | 163,673 | 12,000 |
| **Total Revenue** | **10,917,444** | **10,604,515** | **(312,930)** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 3,554,901 | 3,543,002 | (11,899) |
| Classified Salaries | 1,172,707 | 1,436,080 | 263,373 |
| Benefits | 1,788,381 | 1,795,612 | 7,230 |
| Books and Supplies | 544,091 | 392,891 | (151,200) |
| Services and Operating Exp. | 2,808,519 | 2,182,376 | (626,143) |
| Depreciation & Cap Outlay | 799,249 | 634,404 | (164,845) |
| Other Outflows | 570,828 | 570,828 | (0) |
| **Total Expenditures** | **11,238,676** | **10,555,193** | **(683,483)** |
| | | | |
| **Net Revenues** | **(321,232)** | **49,322** | **370,554** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 9,527,466 | 9,206,234 | |
| Net Revenues | (321,232) | 49,322 | |
| **Ending Fund Balance** | **9,206,234** | **9,255,556** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 1,338,734 | 12.7% of Expenditures |
| Restricted Balances (Est.) | | 62,334 | 0.6% of Expenditures |
| Net Fixed Assets | | 7,854,489 | 74.4% of Expenditures |
| **Ending Fund Balance** | | **9,255,556** | **87.7% of Expenditures** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

| **REVENUE** | | | |
|---|---|---|---|
| **LCFF Entitlement** | | | |
| 8011 | State Aid | 7,085,092 | 7,329,868 | 244,776 |
| 8012 | EPA Entitlement | 95,136 | 97,976 | 2,840 |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 31,951 | 56,536 | 24,585 |
| | **SUBTOTAL - LCFF Entitlement** | **7,212,179** | **7,484,380** | **272,201** |
| | | | | |
| **Federal Revenue** | | | |
| 8181 | SpEd - Revenue | 63,302 | 78,592 | 15,290 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 496,418 | 389,538 | (106,881) |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **559,721** | **468,130** | **(91,590)** |
| | | | | |
| **Other State Revenue** | | | |
| 8311 | SpEd Revenue | 410,884 | 460,738 | 49,854 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 15,228 | 15,598 | 370 |
| 8560 | StateLotteryRev | 118,858 | 121,983 | 3,125 |
| 8590 | AllOthStateRev | 2,448,902 | 1,890,013 | (558,889) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **2,993,872** | **2,488,332** | **(505,540)** |
| | | | | |
| **Local Revenue** | | | |
| 8600 | Other Local Rev | - | 12,000 | 12,000 |
| 8634 | StudentLunchFee | - | - | - |
| 8650 | Leases &Rentals | - | - | - |
| 8660 | Interest | 8,500 | 8,500 | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8701 | CMO Fee - MSA-1 | - | - | - |
| 8702 | CMO Fee - MSA-2 | - | - | - |
| 8703 | CMO Fee - MSA-3 | - | - | - |
| 8704 | CMO Fee - MSA-4 | - | - | - |
| 8705 | CMO Fee - MSA-5 | - | - | - |
| 8706 | CMO Fee - MSA-6 | - | - | - |
| 8707 | CMO Fee - MSA-7 | - | - | - |
| 8708 | CMO Fee - MSA-8 | - | - | - |
| 8709 | CMO Fee - MSA-SA | - | - | - |
| 8712 | CMO Fee - MSA-SD | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 92,000 | 92,000 | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **100,500** | **112,500** | **12,000** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | 7,500 | 7,500 | - |
| 8803 Fundraising | 43,673 | 43,673 | (0) |
| SUBTOTAL - Fundraising & Grants | **51,173** | **51,173** | **(0)** |
| | | | |
| **TOTAL REVENUE** | **10,917,444** | **10,604,515** | **(312,930)** |
| | | | |
| **EXPENSES** | | | |
| | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 2,622,727 | 2,719,650 | 96,923 |
| 1200 Cert Aid | 337,990 | 333,832 | (4,158) |
| 1300 Cert Adminis | 594,184 | 489,520 | (104,664) |
| SUBTOTAL - Certificated Salaries | **3,554,901** | **3,543,002** | **(11,899)** |
| | | | |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 214,752 | 250,306 | 35,554 |
| 2200 Classified Support | 512,337 | 641,593 | 129,256 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 355,618 | 450,581 | 94,963 |
| 2900 OtherClassStaff | 90,000 | 93,600 | 3,600 |
| SUBTOTAL - Classified Salaries | **1,172,707** | **1,436,080** | **263,373** |
| | | | |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 598,892 | 562,108 | (36,784) |
| 3102 STRS-Classified | 84,674 | 119,621 | 34,947 |
| 3201 PERS-Cert | 66,142 | 94,900 | 28,758 |
| 3202 PERS-Classified | 143,292 | 133,118 | (10,174) |
| 3301 OASDI/Med-Cert | 64,482 | 70,466 | 5,984 |
| 3302 OASDI/Med-Class | 50,306 | 51,631 | 1,325 |
| 3401 HlthWelfareCert | 547,200 | 528,279 | (18,921) |
| 3402 HlthWelfareCert | 173,273 | 213,419 | 40,146 |
| 3501 UI-Certificated | 16,903 | 16,472 | (430) |
| 3502 UI-Classified | 4,870 | 5,597 | 726 |
| 3601 WorkersCmp-Cert | 29,302 | - | (29,302) |
| 3602 WorkersCmp-Class | 9,046 | - | (9,046) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| SUBTOTAL - Employee Benefits | **1,788,381** | **1,795,612** | **7,230** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 172,400 | 50,000 | (122,400) |
| 4200 BooksOthRefMats | 1,060 | 1,060 | (0) |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | 17,250 | 17,250 | (0) |
| 4315 OthrSupplies | - | - | - |
| 4320 Office Supplies | 18,020 | 18,020 | (0) |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | 20,000 | 20,000 | - |
| 4335 PE Supplies | 24,380 | 24,380 | - |
| 4340 Educat Software | 67,888 | 67,888 | - |
| 4345 NonInstStdntSup | 108,892 | 80,092 | (28,800) |
| 4346 TeacherSupplies | 4,240 | 4,240 | (0) |
| 4350 Cust. Supplies | 25,800 | 25,800 | (0) |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 21,200 | 21,200 | - |
| 4400 NonCapEquip-Gen | 22,500 | 22,500 | - |
| 4410 ClssrmFrnEqp<5k | 5,300 | 5,300 | - |
| 4430 OffceFurnEqp<5k | - | - | - |
| 4440 Computers <$5k | 6,360 | 6,360 | - |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | 3,180 | 3,180 | - |
| 4710 Food | 5,300 | 5,300 | - |
| 4720 Food:Other Food | 20,320 | 20,320 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **544,091** | **392,891** | **(151,200)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 1,106,231 | 553,116 | (553,115) |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 2,120 | 2,120 | - |
| 5210 MilesParkTolls | 1,060 | 1,060 | (0) |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 9,500 | 9,500 | - |
| 5300 DuesMemberships | 25,000 | 25,000 | (0) |
| 5450 Other Insurance | 131,000 | 131,000 | - |
| 5500 OpsHousekeeping | 93,456 | 93,456 | - |
| 5510 Gas & Electric | 115,000 | 115,000 | (0) |
| 5610 Rent & Leases | 3,180 | 3,180 | - |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 24,380 | 24,380 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 53,000 | 53,000 | (0) |
| 5800 ProfessServices | 288,688 | 273,130 | (15,558) |
| 5810 Legal | 75,000 | 15,000 | (60,000) |
| 5813 SchPrgAftSchool | 107,560 | 230,560 | 123,000 |
| 5814 SchPrgAcadComps | 3,180 | 3,180 | - |
| 5819 SchlProgs-Other | 22,260 | 22,260 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 42,400 | 42,400 | - |
| 5836 FieldTrip Trans | 63,600 | 30,000 | (33,600) |
| 5840 MarkngStdtRecrt | 50,000 | 25,000 | (25,000) |
| 5850 Oversight Fees | 72,407 | 72,407 | - |
| 5857 Payroll Fees | 31,800 | 31,800 | - |
| 5860 Service Fees | 4,770 | 4,770 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 4,240 | 4,240 | (0) |
| 5864 Prof Dev-Other | 62,540 | 27,295 | (35,245) |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 167,291 | 167,291 | (0) |
| 5870 Livescan | 1,855 | 1,855 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | - | - | - |
| 5884 Substitutes | 109,900 | 83,000 | (26,900) |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 5,300 | 5,300 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 47,700 | 47,700 | - |
| 5930 PostageDelivery | 8,480 | 8,480 | - |
| 5940 Technology | 66,081 | 66,356 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,808,519** | **2,182,376** | **(626,143)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SA** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | |
| 6400     EquipFixed | | - | - |
| 6900     Depreciation | 799,249 | 634,404 | (164,845) |
|     **SUBTOTAL - Capital Outlay & Depreciation** | **799,249** | **634,404** | **(164,845)** |
| | | | |
| **Other Outflows** | | | |
| 7299     Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310     Indirect Costs | - | - | - |
| 7438     InterestExpense | 570,828 | 570,828 | (0) |
|     **SUBTOTAL - Other Outflows** | **570,828** | **570,828** | **(0)** |
| | | | |
| **TOTAL EXPENSES** | **11,238,676** | **10,555,193** | **(683,483)** |

**Monthly Cash Flow 2024-25**

## MSA-SA

| | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,212,815 | 2,099,087 | 1,857,125 | 1,816,035 | 1,729,155 | 1,638,320 | 1,571,979 | 1,598,082 | 1,507,246 | 1,656,645 | 1,907,384 | 2,056,782 | 2,206,181 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 523,562 | 785,343 | 785,343 | 785,343 | 785,343 | - | 7,329,868 |
| LCFF: EPA | - | - | 24,494 | - | - | 24,494 | - | - | 12,247 | 12,247 | 12,247 | 12,247 | - | 97,976 |
| LCFF: ILPT | - | 3,392 | 6,784 | 4,523 | 4,523 | 4,523 | 4,523 | 4,523 | 4,749 | 4,749 | 4,749 | 4,749 | 4,749 | 56,536 |
| Federal Revenue | - | - | 97,384 | - | - | - | 97,384 | - | - | 97,384 | - | - | 175,977 | 468,130 |
| Other State Revenues | 127,410 | 127,410 | 203,011 | 233,507 | 203,011 | 203,011 | 249,105 | 203,011 | 168,991 | 199,487 | 168,991 | 168,991 | 232,396 | 2,488,332 |
| Other Local Revenues | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | 13,639 | - | 163,673 |
| **Total Revenue** | 664,612 | 668,004 | 868,875 | 775,231 | 744,735 | 769,229 | 888,214 | 744,735 | 984,969 | 1,112,849 | 984,969 | 984,969 | 413,122 | 10,604,515 |
| | | | | | | | | | | | | | | |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 141,720 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 288,049 | 232,744 | 3,543,002 |
| Classified Salaries | 89,755 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 112,194 | 1,436,080 |
| Benefits | 80,909 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 144,702 | 122,976 | 1,795,612 |
| Books and Supplies | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 31,431 | 15,716 | 392,891 |
| Services and Operations | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 167,875 | 2,182,376 |
| Depreciation / Cap Outlay | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | - | 634,404 |
| Other Outflows | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | 47,569 | - | 570,828 |
| **Total Expenses** | 612,127 | 844,687 | 844,687 | 844,687 | 844,687 | 844,687 | 844,687 | 844,687 | 844,687 | 844,687 | 844,687 | 844,687 | 651,504 | 10,555,193 |
| | | | | | | | | | | | | | | |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 292,301 | 146,150 | 146,150 | | | | | | | | | | | 584,601 |
| Fixed Assets - Depreciation Addback | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | 52,867 | | 634,404 |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | - |
| Accounts Payable | (441,091) | (220,545) | (220,545) | | | | | | | | | | | (882,181) |
| Other | (70,290) | (43,750) | (43,750) | (70,290) | (43,750) | (43,750) | (70,290) | (43,750) | (43,750) | (70,290) | (43,750) | (43,750) | | (631,162) |
| **Total Other Transactions** | (166,213) | (65,278) | (65,278) | (17,423) | 9,117 | 9,117 | (17,423) | 9,117 | 9,117 | (17,423) | 9,117 | 9,117 | | (294,338) |
| | | | | | | | | | | | | | | |
| **Total Change in Cash** | (113,728) | (241,961) | (41,090) | (86,880) | (90,835) | (66,341) | 26,103 | (90,835) | 149,399 | 250,738 | 149,399 | 149,399 | | (245,016) |

| | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENDING CASH (Local Bank 9120) | 2,099,087 | 1,857,125 | 1,816,035 | 1,729,155 | 1,638,320 | 1,571,979 | 1,598,082 | 1,507,246 | 1,656,645 | 1,907,384 | 2,056,782 | 2,206,181 | |
| ENDING CASH (County Treas. & Other) | - | - | - | - | - | - | - | - | - | - | - | - | |
| **ENDING CASH (TOTAL)** | 2,099,087 | 1,857,125 | 1,816,035 | 1,729,155 | 1,638,320 | 1,571,979 | 1,598,082 | 1,507,246 | 1,656,645 | 1,907,384 | 2,056,782 | 2,206,181 | <<< = 76 days cash |



Bar chart: ENDING CASH (TOTAL) by month (Jul–Jun), values ranging approximately 1,500,000 to 2,200,000.

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| Projected Average Daily Attendance: | 413 | 414 | 0.46 |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| LCFF Entitlement | 4,598,946 | 4,612,673 | 13,727 |
| Federal Revenue | 181,492 | 536,465 | 354,973 |
| Other State Revenues | 1,703,730 | 1,538,327 | (165,403) |
| Other Local Revenues | 85,000 | 117,000 | 32,000 |
| **Total Revenue** | **6,569,168** | **6,804,465** | **235,297** |
| | | | |
| **Expenditures** | | | |
| Certificated Salaries | 2,128,224 | 2,342,421 | 214,198 |
| Classified Salaries | 430,679 | 521,694 | 91,016 |
| Benefits | 883,670 | 991,809 | 108,139 |
| Books and Supplies | 365,449 | 353,949 | (11,500) |
| Services and Operating Exp. | 2,540,465 | 2,423,814 | (116,651) |
| Depreciation & Cap Outlay | 62,314 | 49,553 | (12,761) |
| Other Outflows | 3,180 | 3,180 | - |
| **Total Expenditures** | **6,413,980** | **6,686,421** | **272,440** |
| | | | |
| **Net Revenues** | **155,188** | **118,045** | **(37,143)** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 1,409,667 | 1,564,855 | |
| Net Revenues | 155,188 | 118,045 | |
| **Ending Fund Balance** | **1,564,855** | **1,682,899** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 1,340,762 | 20.1% of Expenditures |
| Restricted Balances (Est.) | | 207,522 | 3.1% of Expenditures |
| Net Fixed Assets | | 134,615 | 2.0% of Expenditures |
| **Ending Fund Balance** | | **1,682,899** | **25.2% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

**REVENUE**

**LCFF Entitlement**

| | | | | |
|---|---|---|---|---|
| 8011 | State Aid | 1,062,283 | 780,000 | (282,283) |
| 8012 | EPA Entitlement | 83,165 | 82,702 | (463) |
| 8019 | Prior Year Adjustments | - | - | - |
| 8096 | InLieuPropTaxes | 3,453,498 | 3,749,971 | 296,473 |
| | **SUBTOTAL - LCFF Entitlement** | **4,598,946** | **4,612,673** | **13,727** |

**Federal Revenue**

| | | | | |
|---|---|---|---|---|
| 8181 | SpEd - Revenue | 53,214 | 68,456 | 15,242 |
| 8220 | SchLunchFederal | - | - | - |
| 8285 | SpEd - Revenue | - | - | - |
| 8290 | All Other Federal Revenue | 128,278 | 468,009 | 339,731 |
| 8295 | Prior Year Adjustments (Fed Rev) | - | - | - |
| | **SUBTOTAL - Federal Revenue** | **181,492** | **536,465** | **354,973** |

**Other State Revenue**

| | | | | |
|---|---|---|---|---|
| 8311 | SpEd Revenue | 350,674 | 388,903 | 38,229 |
| 8520 | SchoolNutrState | - | - | - |
| 8550 | MandCstReimburs | 8,087 | 8,270 | 184 |
| 8560 | StateLotteryRev | 101,441 | 102,964 | 1,524 |
| 8590 | AllOthStateRev | 1,243,528 | 1,038,189 | (205,340) |
| 8595 | Prior Year Adjustments (Other State Rev) | - | - | - |
| | **SUBTOTAL - Other State Revenue** | **1,703,730** | **1,538,327** | **(165,403)** |

**Local Revenue**

| | | | | |
|---|---|---|---|---|
| 8600 | Other Local Rev | 25,000 | 57,000 | 32,000 |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | - | - | - |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **25,000** | **57,000** | **32,000** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802 Donations - Private | - | - | - |
| 8803 Fundraising | 60,000 | 60,000 | - |
| **SUBTOTAL - Fundraising & Grants** | **60,000** | **60,000** | **-** |
| | | | |
| **TOTAL REVENUE** | **6,569,168** | **6,804,465** | **235,297** |
| **EXPENSES** | | | |
| **Certificated Salaries** | | | |
| 1100 TeacherSalaries | 1,676,488 | 1,878,621 | 202,134 |
| 1200 Cert Aid | 83,944 | 86,936 | 2,992 |
| 1300 Cert Adminis | 367,792 | 376,864 | 9,072 |
| **SUBTOTAL - Certificated Salaries** | **2,128,224** | **2,342,421** | **214,198** |
| **Classified Salaries** | | | |
| 2100 Instructional Aides | 110,243 | 61,851 | (48,392) |
| 2200 Classified Support | 89,140 | 102,513 | 13,374 |
| 2300 Classified Admin | - | - | - |
| 2400 Clerical & Tech | 231,296 | 357,330 | 126,034 |
| 2900 OtherClassStaff | - | - | - |
| **SUBTOTAL - Classified Salaries** | **430,679** | **521,694** | **91,016** |
| **Employee Benefits** | | | |
| 3101 STRS-Certified | 365,033 | 397,880 | 32,847 |
| 3102 STRS-Classified | 56,586 | 56,804 | 218 |
| 3201 PERS-Cert | 25,117 | 29,945 | 4,828 |
| 3202 PERS-Classified | 24,786 | 50,270 | 25,483 |
| 3301 OASDI/Med-Cert | 34,828 | 38,633 | 3,805 |
| 3302 OASDI/Med-Class | 11,319 | 18,555 | 7,237 |
| 3401 HlthWelfareCert | 271,393 | 296,272 | 24,879 |
| 3402 HlthWelfareCert | 52,321 | 59,738 | 7,416 |
| 3501 UI-Certificated | 10,021 | 10,969 | 948 |
| 3502 UI-Classified | 1,940 | 2,418 | 478 |
| 3601 WorkersCmp-Cert | 22,754 | 23,735 | 981 |
| 3602 WorkersCmp-Class | 7,572 | 6,591 | (981) |
| 3701 Other Retirement-Cert | - | - | - |
| 3901 OthBenes-Cert | - | - | - |
| 3902 OthBenes-Class | - | - | - |
| **SUBTOTAL - Employee Benefits** | **883,670** | **991,809** | **108,139** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100    Text&CoreCurric | 107,000 | 107,000 | - |
| 4200    BooksOthRefMats | 1,060 | 1,060 | - |
| 4300    Materials and Supplies | - | - | - |
| 4310    Ins Mats & Sups | 9,525 | 9,525 | - |
| 4315    OthrSupplies | - | - | - |
| 4320    Office Supplies | 31,800 | 31,800 | - |
| 4325    ProfDevMat&Sups | - | - | - |
| 4326    Arts&MusicSupps | 28,000 | 28,000 | - |
| 4335    PE Supplies | 2,650 | 2,650 | - |
| 4340    Educat Software | 46,170 | 46,170 | (0) |
| 4345    NonInstStdntSup | 32,104 | 32,104 | (0) |
| 4346    TeacherSupplies | 10,000 | 10,000 | - |
| 4350    Cust. Supplies | 12,720 | 12,720 | - |
| 4351    Yearbook | - | - | - |
| 4390    Uniforms | 16,960 | 16,960 | - |
| 4400    NonCapEquip-Gen | 33,500 | 22,000 | (11,500) |
| 4410    ClssrmFrnEqp<5k | - | - | - |
| 4430    OffceFurnEqp<5k | 10,000 | 10,000 | - |
| 4440    Computers <$5k | 5,000 | 5,000 | - |
| 4461    Fixed Asset Susp (Imp) | - | - | - |
| 4464    Equipment (Pre-Cap) | - | - | - |
| 4710    Food | 2,000 | 2,000 | - |
| 4720    Food:Other Food | 16,960 | 16,960 | - |
| 4990    Prior Year Adj (Mat'ls) | - | - | - |
| 4999    Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **365,449** | **353,949** | **(11,500)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MSA SD** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | 449,406 | 449,406 | (0) |
| 5200 Travel - General | 2,120 | 2,120 | - |
| 5205 Conference Fees | 2,120 | 23,120 | 21,000 |
| 5210 MilesParkTolls | 1,590 | 1,590 | - |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 15,000 | 15,000 | (0) |
| 5300 DuesMemberships | 10,000 | 10,000 | - |
| 5450 Other Insurance | 79,118 | 79,118 | - |
| 5500 OpsHousekeeping | 80,000 | 80,000 | - |
| 5510 Gas & Electric | 110,000 | 110,000 | (0) |
| 5610 Rent & Leases | 423,774 | 423,774 | - |
| 5611 Rent & Leases- Interest | 333,479 | 333,479 | - |
| 5620 EquipmentLeases | 21,180 | 21,180 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | 79,500 | 32,000 | (47,500) |
| 5800 ProfessServices | 192,322 | 210,759 | 18,437 |
| 5810 Legal | 10,600 | 10,600 | - |
| 5813 SchPrgAftSchool | 106,833 | 106,833 | - |
| 5814 SchPrgAcadComps | 2,650 | 2,650 | - |
| 5819 SchlProgs-Other | 1,060 | 1,060 | - |
| 5820 Audit & CPA | 9,540 | 9,540 | - |
| 5825 DMSBusinessSvcs | - | - | - |
| 5835 Field Trips | 31,800 | 31,800 | - |
| 5836 FieldTrip Trans | - | - | - |
| 5840 MarkngStdtRecrt | 41,000 | 41,000 | - |
| 5850 Oversight Fees | 45,989 | 45,989 | - |
| 5857 Payroll Fees | 15,900 | 15,900 | - |
| 5860 Service Fees | 9,010 | 9,010 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 4,240 | 4,240 | - |
| 5864 Prof Dev-Other | 12,152 | 12,152 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | 250,666 | 201,804 | (48,863) |
| 5870 Livescan | 1,060 | 1,060 | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | 10,000 | 10,000 | - |
| 5884 Substitutes | 110,000 | 50,000 | (60,000) |
| 5890 OthSvcsNon-Inst | 530 | 530 | (0) |
| 5900 Communications | 3,180 | 3,180 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 34,980 | 34,980 | - |
| 5930 PostageDelivery | 4,240 | 4,240 | - |
| 5940 Technology | 35,424 | 35,699 | 275 |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **2,540,465** | **2,423,814** | **(116,651)** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MSA SD** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | | |
| 6400 | EquipFixed | - | - | - |
| 6900 | Depreciation | 62,314 | 49,553 | (12,761) |
| | **SUBTOTAL - Capital Outlay & Depreciation** | **62,314** | **49,553** | **(12,761)** |
| | | | | |
| **Other Outflows** | | | | |
| 7299 | Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310 | Indirect Costs | - | - | - |
| 7438 | InterestExpense | 3,180 | 3,180 | - |
| | **SUBTOTAL - Other Outflows** | **3,180** | **3,180** | **-** |
| | | | | |
| **TOTAL EXPENSES** | | **6,413,980** | **6,686,421** | **272,440** |

**Monthly Cash Flow 2024-25**

| MSA-SD | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 921,753 | 763,458 | 669,739 | 980,224 | 922,087 | 882,504 | 863,596 | 930,731 | 891,148 | 886,072 | 979,445 | 974,369 | 939,293 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 55,714 | 83,571 | 83,571 | 83,571 | 83,571 | - | **780,000** |
| LCFF: EPA | - | - | 20,676 | - | - | 20,676 | - | - | 10,338 | 10,338 | 10,338 | 10,338 | - | **82,702** |
| LCFF: ILPT | - | 224,998 | 449,996 | 299,998 | 299,998 | 299,998 | 299,998 | 299,998 | 314,998 | 314,998 | 314,998 | 314,998 | 314,998 | **3,749,971** |
| Federal Revenue | - | - | 117,002 | - | - | - | 117,002 | - | - | 117,002 | - | - | 185,459 | **536,465** |
| Other State Revenues | 79,688 | 79,688 | 121,216 | 146,957 | 121,216 | 121,216 | 155,227 | 121,216 | 102,528 | 128,270 | 102,528 | 102,528 | 156,048 | **1,538,327** |
| Other Local Revenues | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | 9,750 | - | **117,000** |
| **Total Revenue** | 145,153 | 370,151 | 774,354 | 512,419 | 486,678 | 507,353 | 637,691 | 486,678 | 521,185 | 663,928 | 521,185 | 521,185 | 656,505 | **6,804,465** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | 93,697 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 190,441 | 153,876 | **2,342,421** |
| Classified Salaries | 32,606 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | 40,757 | **521,694** |
| Benefits | 42,768 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 80,198 | 66,864 | **991,809** |
| Books and Supplies | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 28,316 | 14,158 | **353,949** |
| Services and Operations | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 186,284 | 188,404 | **2,423,814** |
| Depreciation / Cap Outlay | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | - | **49,553** |
| Other Outflows | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | 265 | - | **3,180** |
| **Total Expenses** | 388,065 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 530,391 | 464,059 | **6,686,421** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 407,549 | 203,775 | 203,775 | | | | | | | | | | | **815,098** |
| Fixed Assets - Depreciation Addback | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | 4,129 | | **49,553** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (282,766) | (141,383) | (141,383) | | | | | | | | | | | **(565,532)** |
| Other | (44,295) | | | (44,295) | | | (44,295) | | | (44,295) | | (30,000) | | **(207,179)** |
| **Total Other Transactions** | 84,618 | 66,521 | 66,521 | (40,165) | 4,129 | 4,129 | (40,165) | 4,129 | 4,129 | (40,165) | 4,129 | (25,871) | | **91,940** |
| **Total Change in Cash** | (158,295) | (93,719) | 310,485 | (58,137) | (39,583) | (18,908) | 67,136 | (39,583) | (5,076) | 93,373 | (5,076) | (35,076) | | **209,985** |
| ENDING CASH (Local Bank 9120) | 763,458 | 669,739 | 980,224 | 922,087 | 882,504 | 863,596 | 930,731 | 891,148 | 886,072 | 979,445 | 974,369 | 939,293 | | |
| ENDING CASH (County Treas. & Other) | | | | | | | | | | | | | | |
| **ENDING CASH (TOTAL)** | 763,458 | 669,739 | 980,224 | 922,087 | 882,504 | 863,596 | 930,731 | 891,148 | 886,072 | 979,445 | 974,369 | 939,293 | <<< = 51 days cash | |



Bar chart: ENDING CASH (TOTAL) by month (Jul–Jun)

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MERF** | 2023-24 Estimated Actuals | Proposed July Budget | Change From Prior Year |
| | | | |
| **SUMMARY** | | | |
| **Revenue** | | | |
| Other Local Revenues | 7,369,537 | 9,733,331 | 2,363,794 |
| **Total Revenue** | **7,369,537** | **9,733,331** | **2,363,794** |
| | | | |
| **Expenditures** | | | |
| Classified Salaries | 4,698,233 | 5,850,544 | 1,152,311 |
| Benefits | 1,605,924 | 1,941,292 | 335,367 |
| Books and Supplies | 113,931 | 110,931 | (3,000) |
| Services and Operating Exp. | 1,543,045 | 1,766,945 | 223,900 |
| Depreciation & Cap Outlay | 515 | 515 | - |
| Other Outflows | - | - | - |
| **Total Expenditures** | **7,961,648** | **9,670,227** | **1,708,578** |
| | | | |
| **Net Revenues** | **(592,111)** | **63,104** | **655,215** |
| | | | |
| **Fund Balance** | | | |
| Beginning Balance (Budgeted) | 3,563,059 | 2,970,948 | |
| Net Revenues | (592,111) | 63,104 | |
| **Ending Fund Balance** | **2,970,948** | **3,034,053** | |
| | | | |
| **Components of Fund Bal.** | | | |
| Available For Econ. Uncert. | | 2,893,517 | 29.9% of Expenditures |
| Restricted Balances (Est.) | | 127,397 | 1.3% of Expenditures |
| Net Fixed Assets | | 13,139 | 0.1% of Expenditures |
| **Ending Fund Balance** | | **3,034,053** | **31.4% of Expenditures** |

**DMS**
DELTA MANAGED SOLUTIONS

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MERF** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |

| | | | | |
|---|---|---|---|---|
| **REVENUE** | | | | |
| **Local Revenue** | | | | |
| 8600 | Other Local Rev | - | - | - |
| 8660 | Interest | - | - | - |
| 8698 | OthRev-Suspense | - | - | - |
| 8701 | CMO Fee - MSA-1 | 1,106,231 | 1,106,231 | 0 |
| 8702 | CMO Fee - MSA-2 | 1,106,231 | 1,106,231 | 0 |
| 8703 | CMO Fee - MSA-3 | 795,103 | 495,103 | (300,000) |
| 8704 | CMO Fee - MSA-4 | 172,849 | 172,849 | 0 |
| 8705 | CMO Fee - MSA-5 | 207,418 | 207,418 | (0) |
| 8706 | CMO Fee - MSA-6 | 172,849 | 172,849 | 0 |
| 8707 | CMO Fee - MSA-7 | 553,115 | 253,115 | (300,000) |
| 8708 | CMO Fee - MSA-8 | 795,103 | 795,103 | (0) |
| 8709 | CMO Fee - MSA-SA | 1,106,231 | 553,116 | (553,115) |
| 8712 | CMO Fee - MSA-SD | 449,406 | 449,406 | (0) |
| 8690 | Prior Year Adj (Local1) | - | - | - |
| 8677 | SpEd Revenue | - | - | - |
| 8699 | Other Revenue | 905,001 | 4,421,910 | 3,516,909 |
| 8999 | Misc Revenue (Suspense) | - | - | - |
| | **SUBTOTAL - Local Revenue** | **7,369,537** | **9,733,331** | **2,363,794** |

| 2024-25 July Budget | | Annual Budget | |
|---|---|---|---|
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Fundraising & Grants** | | | |
| 8802  Donations - Private | - | - | - |
| 8803  Fundraising | - | - | - |
| **SUBTOTAL - Fundraising & Grants** | **-** | **-** | **-** |
| | | | |
| **TOTAL REVENUE** | **7,369,537** | **9,733,331** | **2,363,794** |
| **EXPENSES** | | | |
| **Classified Salaries** | | | |
| 2100  Instructional Aides | - | - | - |
| 2200  Classified Support | - | - | - |
| 2300  Classified Admin | - | - | - |
| 2400  Clerical & Tech | 4,619,066 | 5,850,544 | 1,231,478 |
| 2900  OtherClassStaff | 79,167 | - | (79,167) |
| **SUBTOTAL - Classified Salaries** | **4,698,233** | **5,850,544** | **1,152,311** |
| **Employee Benefits** | | | |
| 3101  STRS-Certified | - | - | - |
| 3102  STRS-Classified | 423,120 | 477,186 | 54,067 |
| 3201  PERS-Cert | - | - | - |
| 3202  PERS-Classified | 92,133 | 95,813 | 3,681 |
| 3301  OASDI/Med-Cert | - | - | - |
| 3302  OASDI/Med-Class | 213,706 | 239,150 | 25,444 |
| 3401  HlthWelfareCert | - | - | - |
| 3402  HlthWelfareCert | 632,279 | 717,051 | 84,772 |
| 3501  UI-Certificated | - | - | - |
| 3502  UI-Classified | 12,783 | 14,266 | 1,484 |
| 3601  WorkersCmp-Cert | - | - | - |
| 3602  WorkersCmp-Class | 67,788 | 67,788 | - |
| 3701  Other Retirement-Cert | - | - | - |
| 3901  OthBenes-Cert | - | - | - |
| 3902  OthBenes-Class | 164,116 | 330,037 | 165,921 |
| **SUBTOTAL - Employee Benefits** | **1,605,924** | **1,941,292** | **335,367** |

| 2024-25 July Budget | Annual Budget | | |
| --- | --- | --- | --- |
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Books & Supplies** | | | |
| 4100 Text&CoreCurric | 1,000 | 1,000 | - |
| 4200 BooksOthRefMats | - | - | - |
| 4300 Materials and Supplies | - | - | - |
| 4310 Ins Mats & Sups | - | - | - |
| 4315 OthrSupplies | 4,181 | 4,181 | (0) |
| 4320 Office Supplies | 15,000 | 11,800 | (3,200) |
| 4325 ProfDevMat&Sups | - | - | - |
| 4326 Arts&MusicSupps | - | - | - |
| 4335 PE Supplies | - | - | - |
| 4340 Educat Software | 5,750 | 5,750 | - |
| 4345 NonInstStdntSup | 25,000 | 25,000 | - |
| 4346 TeacherSupplies | - | - | - |
| 4350 Cust. Supplies | - | - | - |
| 4351 Yearbook | - | - | - |
| 4390 Uniforms | 5,000 | 5,000 | - |
| 4400 NonCapEquip-Gen | 12,500 | 10,500 | (2,000) |
| 4410 ClssrmFrnEqp<5k | - | - | - |
| 4430 OffceFurnEqp<5k | - | - | - |
| 4440 Computers <$5k | 11,500 | 13,700 | 2,200 |
| 4461 Fixed Asset Susp (Imp) | - | - | - |
| 4464 Equipment (Pre-Cap) | - | - | - |
| 4710 Food | - | - | - |
| 4720 Food:Other Food | 34,000 | 34,000 | - |
| 4990 Prior Year Adj (Mat'ls) | - | - | - |
| 4999 Misc Expenditure (Suspense) | - | - | - |
| **SUBTOTAL - Books and Supplies** | **113,931** | **110,931** | **(3,000)** |

| 2024-25 July Budget | Annual Budget | | |
|---|---|---|---|
| **MERF** | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Services & Other Operating Expenses** | | | |
| 5101 CMO Fees | - | - | - |
| 5200 Travel - General | - | - | - |
| 5205 Conference Fees | 12,500 | 15,900 | 3,400 |
| 5210 MilesParkTolls | 20,500 | 24,000 | 3,500 |
| 5215 TravConferences | - | - | - |
| 5220 TraLodging | 8,500 | 11,500 | 3,000 |
| 5300 DuesMemberships | 17,500 | 17,500 | - |
| 5450 Other Insurance | 8,890 | 8,890 | - |
| 5500 OpsHousekeeping | 3,500 | 7,000 | 3,500 |
| 5510 Gas & Electric | - | - | - |
| 5610 Rent & Leases | 155,968 | 195,968 | 40,000 |
| 5611 Rent & Leases- Interest | - | - | - |
| 5620 EquipmentLeases | 8,000 | 8,000 | - |
| 5621 EquipmentLeases- Interest | - | - | - |
| 5630 Reps&MaintBldng | - | - | - |
| 5800 ProfessServices | 238,000 | 437,000 | 199,000 |
| 5810 Legal | 72,000 | 72,000 | - |
| 5813 SchPrgAftSchool | - | - | - |
| 5814 SchPrgAcadComps | - | - | - |
| 5819 SchlProgs-Other | - | - | - |
| 5820 Audit & CPA | 12,000 | 12,000 | - |
| 5825 DMSBusinessSvcs | 772,000 | 772,000 | - |
| 5835 Field Trips | - | - | - |
| 5836 FieldTrip Trans | - | - | - |
| 5840 MarkngStdtRecrt | 38,000 | 39,000 | 1,000 |
| 5850 Oversight Fees | - | - | - |
| 5857 Payroll Fees | 21,000 | 21,000 | - |
| 5860 Service Fees | 500 | 500 | - |
| 5861 Prior Year Services | - | - | - |
| 5863 Prof Developmnt | 31,000 | 36,000 | 5,000 |
| 5864 Prof Dev-Other | 28,000 | 28,000 | - |
| 5865 Professional Development LLM | - | - | - |
| 5869 SpEd Ctrct Inst | - | - | - |
| 5870 Livescan | - | - | - |
| 5872 SPED Fees (incl Encroachment) | - | - | - |
| 5875 Staff Recruiting | 3,500 | 5,000 | 1,500 |
| 5884 Substitutes | - | - | - |
| 5890 OthSvcsNon-Inst | - | - | - |
| 5900 Communications | 1,450 | 1,450 | - |
| 5910 Communications 2 | - | - | - |
| 5920 TelecomInternet | 15,000 | 15,000 | - |
| 5930 PostageDelivery | 11,500 | 11,500 | - |
| 5940 Technology | 63,737 | 27,737 | (36,000) |
| 5990 Prior Year Adj (Services) | - | - | - |
| **SUBTOTAL - Services & Other Operating Exp.** | **1,543,045** | **1,766,945** | **223,900** |

| 2024-25 July Budget | | Annual Budget | | |
|---|---|---|---|---|
| **MERF** | | **2023-24 Estimated Actuals** | **Proposed July Budget** | **Change From Prior Year** |
| **Capital Outlay & Depreciation** | | | | |
| 6400 | EquipFixed | - | - | - |
| 6900 | Depreciation | 515 | 515 | - |
| | **SUBTOTAL - Capital Outlay & Depreciation** | **515** | **515** | **-** |
| | | | | |
| **Other Outflows** | | | | |
| 7299 | Other Outgo (not incl. SPED Encroachment) | - | - | - |
| 7310 | Indirect Costs | - | - | - |
| 7438 | InterestExpense | - | - | - |
| | **SUBTOTAL - Other Outflows** | **-** | **-** | **-** |
| | | | | |
| **TOTAL EXPENSES** | | **7,961,648** | **9,670,227** | **1,708,578** |

## Monthly Cash Flow 2024-25

| MERF | Jul BUDGET | Aug BUDGET | Sep BUDGET | Oct BUDGET | Nov BUDGET | Dec BUDGET | Jan BUDGET | Feb BUDGET | Mar BUDGET | Apr BUDGET | May BUDGET | Jun BUDGET | Accruals BUDGET | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **BEGINNING CASH** | 2,889,314 | 2,899,004 | 2,891,363 | 2,883,722 | 2,807,031 | 2,756,199 | 2,705,367 | 2,628,676 | 2,577,844 | 2,527,012 | 2,450,321 | 2,399,489 | 2,348,657 | |
| **Revenue** | | | | | | | | | | | | | | |
| LCFF: State Aid | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| LCFF: EPA | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| LCFF: ILPT | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Federal Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Other State Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Other Local Revenues | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | **9,733,331** |
| **Total Revenue** | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | 748,718 | **9,733,331** |
| **Expenses** | | | | | | | | | | | | | | |
| Certificated Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| Classified Salaries | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | 487,545 | - | **5,850,544** |
| Benefits | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | 161,774 | - | **1,941,292** |
| Books and Supplies | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 8,874 | 4,437 | **110,931** |
| Services and Operations | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 141,356 | 70,678 | **1,766,945** |
| Depreciation / Cap Outlay | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 21 | **515** |
| Other Outflows | - | - | - | - | - | - | - | - | - | - | - | - | - | **-** |
| **Total Expenses** | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 799,591 | 75,136 | **9,670,227** |
| **Other Transactions Affecting Cash** | | | | | | | | | | | | | | |
| Accounts Receivable | 197,270 | 98,635 | 98,635 | | | | | | | | | | | **394,539** |
| Fixed Assets - Depreciation Addback | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | | **494** |
| Fixed Assets - Acquisitions | | | | | | | | | | | | | | **-** |
| Accounts Payable | (110,888) | (55,444) | (55,444) | | | | | | | | | | | **(221,776)** |
| Other | (25,859) | | | (25,859) | | | (25,859) | | | (25,859) | | | | **(103,437)** |
| **Total Other Transactions** | 60,564 | 43,232 | 43,232 | (25,818) | 41 | 41 | (25,818) | 41 | 41 | (25,818) | 41 | 41 | | **69,821** |
| **Total Change in Cash** | 9,690 | (7,641) | (7,641) | (76,691) | (50,832) | (50,832) | (76,691) | (50,832) | (50,832) | (76,691) | (50,832) | (50,832) | | **132,925** |
| **ENDING CASH** | 2,899,004 | 2,891,363 | 2,883,722 | 2,807,031 | 2,756,199 | 2,705,367 | 2,628,676 | 2,577,844 | 2,527,012 | 2,450,321 | 2,399,489 | 2,348,657 | <<< = 89 days cash | |

# Coversheet

## Approval of the MPS Annual Master List of Contracts for the 2024-25 Fiscal Year

**Section:**          IV. Action Items
**Item:**             D. Approval of the MPS Annual Master List of Contracts for the 2024-25 Fiscal Year
**Purpose:**          Vote
**Submitted by:**
**Related Material:** IV_D_Annual Master List of Contracts for the 2024-25 Fiscal Year.pdf

| | |
|---|---|
| Agenda Item: | IV D: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Steve Budhraja Ed.D, Chief Financial Officer |
| RE: | Approval of Annual Master List of Contracts for the 2024-25 Fiscal Year |

### *Action Proposed:*

I move for the Board to approve the MPS Annual Master List of Contracts for the 2024-25 Fiscal Year.

### *Background:*

The California Education Code (EC), requires Governing Boards to approve ongoing contracts that exceed bid threshold guidelines. These guidelines as noted in the MPS Financial Policies include contracts that exceed $90,000 to include vendors that have maintained agreements with MPS annually or over multiple years.

### *Budget Implications:*

The fiscal impact of the Annual Contracts for the 24/25 Fiscal Year has been incorporated into the Adopted Budget for the 2024-25 year.

### *Exhibits (Attachments):*

- Magnolia Public Schools - Master List of Contracts for 2024-25.

| Magnolia Public Schools | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Master List of Contracts** | | | | | | | | | |
| Org Id | Vendor | FY 21-22 | FY 24-25 | Department | Comment | Contact Lead | Annual/Multiyear Agreement | Contract Terms | Renewal Date | Renewal Contract Received |
| MSA1-10 | ADT | $ 15,525.08 | $ 90,000.00 | Operations | Security Services | Suat Acar | Annual | 07/01-06/30/25 | unknown | N |
| 10 | Specialized Therapy Services | $ 7,243.75 | $ 90,000.00 | Academics | Adated APE Services | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | First Hand Education | $ - | $ 100,000.00 | Operations | Consultant Services | Suat Acar | Annual | New Contract | 7/1/2024 | N |
| MSA1-10 | Jose Luevano | | $ 100,000.00 | Facilities | Custodial Services | Patrick Ontiveros | Fixed Service Contract | Fixed Service Contract | n/a | N |
| 1 | National Construction Rentals | $ 15,781.30 | $ 100,000.00 | Facilities | National Construction Rental | Patrick Ontiveros | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 7 | Pacific Charter School Devlopment | $ 30,000.00 | $ 100,000.00 | Facilities | Project management Fee MSA7 | Patrick Ontiveros | Annual | 07/01-10/30/22 | 7/1/2024 | Y |
| 10 | YMCA of San Diego County | $ 69,564.38 | $ 100,000.00 | Operations | ASES | Suat Acar | Annual | 07/01-06/30/25 | 12/31/2022 | Y |
| 99 | Larson Communications | $ 76,500.00 | $ 102,000.00 | Communications | Public Relations | Brenda Lopez | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| MSA1-10 | Edugenuity | $ 410,625.00 | $ 111,000.00 | Academics | Digital Libraries Odysseyware Software | Erdinc Acar | Multiiyear | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | NWEA | $ 43,008.00 | $ 120,000.00 | Accountability | MAP Growth K-12 | David Yilmaz | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| 6 | Mutual of Omaha | $ 75,619.08 | $ 125,000.00 | Operations | Life Insurance ADD | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 1 | Trifecta Painting and Construction | $ 2,752.50 | $ 127,500.00 | Facilities | Commerical Painting | Patrick Ontiveros | Annual | New Contract | 7/1/2024 | Y |
| 99 | Kajima Devleopment Corporation | $ 136,110.93 | $ 150,000.00 | Facilities | CMO Facilities | Patrick Ontiveros | Multiyear | 07/01-03/30/25 | 3/1/2024 | Y |
| MSA1-10 | World Private Security, Inc. | $ 79,431.11 | $ 150,000.00 | Operations | Security Guard Services Wk Ending 07/15/21 | Suat Acar | Annual | 07/01-06/30/25 | unknown | N |
| MSA1-10 | Young, Miney, & Corr. LLP | $ 80,766.50 | $ 150,000.00 | Legal | Legal Services | Patrick Ontiveros | Annual | 07/01-06/30/25 | unknown | N |
| 99 | Amancear Consulting | $ 26,250.00 | $ 225,000.00 | Communications | Grant Consulting | Brenda Lopez | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 5 | Paycom | $ 143,709.04 | $ 250,000.00 | Finance | Paycom Fees Payroll | Steve Budhraja | Annual | 07/01-06/30/25 | unknown | Y |
| MSA1-10 | Houghton Mifflin Harcourt | $ 190,688.27 | $ 250,000.00 | Academics | Cirriculum Book Order | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | ARC | $ 187,694.10 | $ 282,000.00 | Operations | ASES Program | Suat Acar | Annual | 07/01-06/30/25 | unknown | N |
| MSA1-10 | LA County Office of Education Student Support Services | $ 246,141.25 | $ 300,000.00 | Operations | PBIS and Beg Teacher Services | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | T-Mobile | $ 180,259.77 | $ 300,000.00 | Operations | Hot Spot Services | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| MSA1-10 | Uniformity DM Graphics | $ 205,873.12 | $ 300,000.00 | Operations | Student uniform services | Suat Acar | Annual | Not Applicable | unknown | N |
| MSA1-10 | 21st Century Staffing LLC | $ 158,132.00 | $ 350,000.00 | Operations | Substitute Services | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| 1 | Mobile Modular Portable Storage | $ 37,502.16 | $ 400,000.00 | Facilities | Container 8x40 #403933 and Bathroom and Classroom | Patrick Ontiveros | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| MSA1-10 | Zingo Construction | $ 168,000.00 | $ 400,000.00 | Facilities | Construction and Repair Services | Patrick Ontiveros | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | Apple | $ 187,694.10 | $ 500,000.00 | Operations | Apple Products | Suat Acar | Annual | Unkown | unknown | N |
| MSA1-10 | Riders Express | $ 112,606.69 | $ 500,000.00 | CEO | Student Transportation | Alfredo Rubalcava | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| 4 | Williams Scotsman, Inc. | $ 6,579.77 | $ 500,000.00 | Facilities | Williams Scotsman Steps and Mobile Office | Patrick Ontiveros | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| MSA1-10 | McGraw-Hill School Education | $ 190,688.27 | $ 650,000.00 | Academics | Cirriculum Book Order | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | Think Together | $ 205,873.12 | $ 680,000.00 | Operations | ASES Afterschool Services | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| 99 | Delta Managed Solutions, Inc. | $ 379,137.06 | $ 750,000.00 | Operations | Back office provider March | Steve Budhraja | Multiyear | 07/01-06/30/25 | 7/1/2024 | Y |
| MSA1-10 | Scoot Education | $ 596,596.70 | $1,000,000.00 | Operations | Substitute Services | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | Y |
| MSA1-10 | CharterSAFE | $ 750,611.03 | $1,104,000.00 | Finance | Premium Package Insurance - April | Steve Budhraja | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 99 | Explora International, LLC. | $ 2,100.00 | $ 20,000.00 | Academics | Leader Development Services | Alfredo Rubalcava | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 3 | Liminex, Inc | $ 3,465.80 | $ 35,000.00 | Operations | Chromebook Security | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | California Charter School Assn | $ 37,100.00 | $ 68,000.00 | CEO | CCSA Dues and Membership Fees | Alfredo Rubalcava | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 1 | Renaissance Learning Inc | $ 129,897.52 | $ 90,000.00 | Academics | MyOn Online Software Program | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 7 | First Luth. Chr. of Northridge | $ 202,958.26 | $ 258,000.00 | Facilities | Facilities Rental Payment | Patrick Ontiveros | Multiyear | unkown | | N |
| MSA1-10 | Cross Country Staffing Inc. | $ 147,429.56 | $ 500,000.00 | CEO | CNA Screener | Alfredo Rubalcava | Multiyear | unkown | unknown | N |
| MSA1-10 | eLuma Online Therapy | $ 215,821.16 | $ 500,000.00 | Academics | Speech and Language Services | Erdinc Acar | Multiyear | 07/01-06/30/25 | 7/1/2024 | Y |
| 1 | Kaiser Permanente (Group Dues) | $1,975,125.58 | $ 580,000.00 | Operations | Medical Benefits Magnolia | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA5 | EPI Construction | | $1,000,000.00 | Faciliites | Construction and Repair Services | Patrick Ontiveros | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | BrainPOP LLC | $ 25,869.80 | | Academics | Unlimited 12 month acess ELL and Brain Pop JR science | Erdinc Acar | Multiyear | 07/01-06/30/25 | 7/1/2024 | Y |
| 8 | CitySpan | $ 1,000.00 | | Operations | ASES Site License Software | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 7 | Companion | $ 1,047.00 | | Operations | Alexandria Library software renewal | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 2 | Curriculum K-12 Partners Inc | $ 1,000.00 | | Operations | AP Java Computer Science Courses For Students | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 1 | Dennis Doyle | $ 1,950.00 | | Operations | CCEIS Plan - Consultant | Erdinc Acar | Annual | 07/01-06/30/25 | unknown | Y |
| MSA1-10 | Edlogical | $ 137,113.33 | | Academics | SPED Services | Erdinc Acar | Multiyear | 07/01-06/30/25 | 7/1/2024 | Y |
| MSA1-10 | Edpuzzle | $ 2,650.00 | | Academics | EdPuzzle | Erdinc Acar | Annual | 07/01-06/30/25 | | N |
| MSA1-10 | Educational Networks, Inc. | $ 14,370.00 | | Communications | Educational Networks | Brenda Lopez | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 3 | Eduspire Solutions, LLC EHallpass | $ 1,750.00 | | Academics | EHP Appointment Pass | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 9 | ESGI | $ 1,491.00 | | Academics | ESGI 12 month License | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 2 | Explore Learning | $ 1,750.00 | | Academics | Teacher Plus Students License Renewal | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | Familes in School | | | Communications | Community Partners | Brenda Lopez | Fixed Service Contract | Fixed Service Contract | N/A | Y |
| 1 | Golden State Elevator, Inc. | $ 748.34 | | Facilities | Monthly Service Contract #0371 | Patrick Ontiveros | Fixed Service Contract | N/A | N/A | N |
| 8 | GradeSlam Inc | $ 20,227.50 | | Academics | Online Paper Chat Based Tutoring | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 99 | Grants Republic | | | Communications | Grant Consulting | Brenda Lopez | Fixed Service Contract | 07/01-06/30/25 | 7/1/2024 | Y |
| 99 | Hootsuite | $ 171.00 | | Communications | Hoot Suite Accounts | Brenda Lopez | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 9 | ~~ICS Service Company~~ | ~~$ 256.00~~ | | ~~Facilities~~ | ~~Monthly Maintenance L1259,ICS5200,L910056~~ | ~~Patrick Ontiveros~~ | ~~Fixed Service Contract~~ | ~~N/A~~ | ~~N/A~~ | ~~N~~ |
| 4 | Imagine Learning LLC | $ 1,980.00 | | Academics | Edgenuity Music Program | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | IXL Learning | $ 88,877.00 | | Academics | Science Site Licenses | Erdinc Acar | Annual | 07/01-06/30/25 | | N |
| 99 | JMP Grants Consulting-Janine Perron | $ 10,908.31 | | Communications | Grant Consulting | Brenda Lopez | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 99 | LA Coalition | $ 20,188.00 | | CEO | LA Coalition for Excellent Public Schools | Alfredo Rubalcava | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | Learning A-Z | $ 1,448.00 | | Academics | Reading A-Z/ Writing A-Z STEPS | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 10 | Membean | $ 4,390.00 | | Academics | Membean Renewal | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 8 | MetLife | $ 159,062.78 | | Operations | Metlife | Suat Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 8 | MindSteps Inc | $ 4,985.00 | | Academics | Registration Builders Lab | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 7 | Motivating Systems LLC | $ 1,740.00 | | Academics | PBIS program to support positive behavior | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 3 | MPS | $ 2,855.31 | | Academics | VitalSource Practice Statistics | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | Naviance, Inc | $ 18,955.31 | | Academics | Educational Software Naviance | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| MSA1-10 | Nearpod Inc | $ 12,600.00 | | Academics | Nearpod | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 6 | NextGen Math LLC | $ 1,980.00 | | Academics | Math Subscription | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 8 | Notable Incorporated | $ 990.00 | | Academics | SPED Programs | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 9 | Otis Elevator Company | $ 3,425.28 | | Facilities | Service Agrement 12/01/21 to 11/30/22 | Patrick Ontiveros | Fixed Service Contract | N/A | N/A | N |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Pear Deck Inc | $ 15,180.00 | | Academics | Pear Deck Technology | Erdinc Acar | Annual | 07/01-06/30/25 | unknown | N |
| 6 | Pediatric Therapy Services LLCdba The Stepping Stones Group | $ 17,292.00 | | Academics | Special Ed Teacher 101  Ending Buyout | Erdinc Acar | Annual | 07/01-06/30/25 | unknown | N |
| 3 | Tutor Me Education | $ 44,990.00 | | Academics | Tutoring | Erdinc Acar | Annual | 07/01-06/30/25 | 7/1/2024 | N |
| 9 | VFS Fire & Security | $ 3,577.00 | | Facilities | 1 year & 5 year inspection | Patrick Ontiveros | Annual | 07/01-06/30/25 | unknown | N |
| 3 | Vista Higher Learning Inc | $ 9,490.62 | | Academics | Spanish Text Books | Erdinc Acar | Annual | 07/01-06/30/25 | unknown | N |

# Coversheet

## Approval of the Revised MPS Fiscal Policies and Procedures Manual for 2024-25

**Section:**          IV. Action Items
**Item:**             E. Approval of the Revised MPS Fiscal Policies and Procedures Manual
for 2024-25
**Purpose:**          Vote
**Submitted by:**
**Related Material:**  IV_E_Revised Fiscal Policies and Procedures Manual for 2024-25.pdf

| | |
|---|---|
| Agenda Item: | IV E: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Steve Budhraja Ed.D, Chief Financial Officer |
| RE: | Approval of the Revised Fiscal Policies and Procedures Manual for 2024-25 |

### *Action Proposed:*

I move that the Board approve the revised MPS Fiscal Policies and Procedures Manual for 2024-25 specifically the changes under: PUR101, PUR104, PUR106, CSH111, G&A124, and G&A103.

### *Background:*

The MPS Board of Directors previously reviewed and approved the updates Financial Policies and Procedures Manual on April 7, 2022. In order to improve the efficiency and productivity of workflows and adopt best practices in the industry, Finance Department staff reviews existing policies periodically and are proposing revisions accordingly based on our analysis.

### *Impact:*

The recommendation for a revision to the Fiscal Policies and Procedures Manual for 2024-25 with changes as noted below.

• **PUR101 VENDOR SELECTION**: The phrase "Chief Executive Officer and/or designee" has been added.

• **PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS:** The phrase "Chief Executive Officer and/or designee" has been added.

• **PUR106 REIMBURSEMENTS:** The phrase "Chief Executive Officer and/or designee" has been added.

• **CSH111 CREDIT CARDS AND DEBIT CARDS**: The phrase "Chief Executive Officer and/or designee" has been added.

• **G&A124 HOME OFFICE MANAGEMENT FEES:** References to the CMO fee calculation policy have been included.

• **G&A103 TRAVEL AND ENTERTAINMENT:** Changes in meal reimbursement amounts have been made to ensure current cost alignment and fairness:

- Breakfast: Previous Amount: Up to $17, New Amount: Up to $18
- Lunch: Previous Amount: Up to $18, New Amount: Up to $25
- Dinner: Previous Amount: Up to $34, New Amount: Up to $35

### *Budget Implications:*

Proposed changes to the meal and reimbursement amounts are minimal and have been budgeted for the 2024-25 year. All other changes have no budget implications.

### *Exhibits (Attachments):*

MPS Financial Policies and Procedures Manuel Update for the 24/25 fiscal year.

# FINANCIAL POLICIES AND PROCEDURES MANUAL
# FY 2024-25

*Board Approval Date: May 9th, 2024*

MPS Financial Policies & Procedural Manual

Accounting Policies, Procedures and Forms

1

# List of Referenced Procedures

General & Administrative

1. G&A 101 Chart of Accounts
2. G&A 102 Files and Records Management
3. G&A 103 Travel and Entertainment
4. G&A104 Management Reports
5. G&A 105 Period-End Review & Closing
6. G&A 106 Controlling Legal Costs
7. G&A 107 Taxes and Insurance
8. G&A 108 Property Tax Assessments
9. G&A 109 Confidential Information Release
10. G&A 110 Document Control
11. G&A 111 Fax and Email Signatures Accepted
12. G&A 112 Maintenance Requests
13. G&A 113 Electronic Backup of Accounting Information
14. G&A 114 Political Intervention
15. G&A 115 Accrued Liabilities
16. G&A 116 Notes Payable
17. G&A 117 Financial and Tax Reporting
18. G&A 118 Budgeting
19. G&A 119 Insurance
20. G&A 120 Supplies
21. G&A 121 School Site Accounting
22. G&A122 Fraud Reporting & Whistleblower
23. G&A 123 Conflict of Interest
24. G&A 124 Home Office Management Fees

Cash

25. CSH 101 Cash Boxes
26. CSH 102 Cash Receipts and Deposits
27. CSH 103 Problem Checks
28. CSH 104 Wire Transfers
29. CSH 105 Check Signing Authority
30. CSH 106 Check Matters
31. CSH 107 Bank Account Reconciliations
32. CSH 108 Inter-Account Bank Transfers
33. CSH 109 Journal Entries and Reclassification Entries
34. CSH 110 Petty Cash Purchases
35. CSH 111 Credit Cards and Debit Cards
36. CSH 112 Intercompany Receivables and Payables (Due To/Due From)
37. CSH 113 Financial Reserves

Fixed Assets

38. INV 101  Fixed Asset Control and Leases
39. INV 102 Fixed Asset Capitalization & Depreciation

Investments

40. IVT101 Investments

Policies, Procedures and Forms
_____

Revenue

41.        REV101 Sales Receipt Processing
42.        REV102 Invoicing and Accounts Receivable
43.        REV103 Progress Billing
44.        REV104 Account Collections
45.        REV105 Revenue Recognition – Grants and Contributions
46.        REV106 Gifts-In-Kind – Fundraising
47.        REV107 Restricted Funds


Payroll

48.        PYR 101 Payroll Desk Procedure
49.        PYR 102 Time Keeping Procedure


Purchasing

50.        PUR101 Vendor Selection
51.        PUR102 General Purchasing
52.        PUR103 Receiving and Inspection
53.        PUR104 Accounts Payable and Cash Disbursements
54.        PUR105 Prepaid Expenses
55.        PUR106 Reimbursements
56.        PUR107 Bidding Requirements

3

Accounting Policies, Procedures and Forms

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**SOP # G&A 101 Revision: 1**           **Prepared by: Central Office**
**Effective Date: 9/5/2017**               **Approved by: BOD**

**Title:**           **G&A 101 CHART OF ACCOUNTS**

**Policy:**         To facilitate the record keeping process for accounting, all ledger accounts should be assigned a descriptive account title and account number.

**Purpose:**       To provide the method for assignment and maintenance of the company's chart of accounts in order to produce meaningful financial data for the Organization.

**Scope:**         This procedure applies to all general ledger accounts.

**Responsibilities:** The Chief Financial Officer is responsible for monitoring and approving changes to the company's Chart of Accounts.

**Definition:**      Chart of Accounts – A categorized listing of all account titles and numbers being used by an organization to track income, expenses, assets, equity, and liabilities is called a Chart of Accounts.

**Procedure:**

**1.1**         **DESIGN OF ACCOUNTS**

**1.2**         Accounts should have titles and numbers that indicate specific ledger accounts such as Cash in Checking, Furniture and Fixtures, Accounts Payable, etc.

**1.3**         In general, the Standardized Account Code Structure (SACS) is followed for the major code segments, including resource function, object and location.

**1.4**         Sub-divisions should be used to provide additional clarification, as needed. A subdivision among the balance sheet accounts should be designated short term to long term, (i.e. current assets should precede long term assets and current debt should precede long-term debt).

Unassigned number sequences should be left open within each group of accounts to provide for additional accounts, which may be added later.

**1.5**         Accounts may be numbered using the SACS format.

**1.6**         See Appendix A for guidance regarding SACS format.

**2.1**         **DESCRIPTION OF ACCOUNTS**

**2.2**         Each account should be given a short title description that is brief but will allow the reader to quickly ascertain the purpose of the account.

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**2.3** For training and consistent transaction coding, as well as to help other non-accounting managers understand why something is recorded as it is, each account should be defined. Definitions should be concise and meaningful. The account name should clearly identify what the account is to be used for.

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An example of definitions follows:

**ASSETS**

9121 – Main Operating Account

Includes all cash held in the operating bank account. All withdrawals and deposits are recorded here. The reported balances are supported by a bank reconciliation prepared monthly.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 9/5/17 | Revisions | |
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# APPENDIX A

A copy of the California School Accounting Manual (CSAM) can be found at
http://www.cde.ca.gov/fg/ac/sa/ for guidance regarding SACS format.

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G&A 101 Chart of Accounts                                                                    page 4 of 4

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**SOP # G&A 102 Revision: 1**                               **Prepared by: Central Office**
**Effective Date: 4/7/2022**                                 **Approved by: BOD**

**Title:**              **G&A 102 FILES AND RECORDS MANAGEMENT**

**Policy:**              The Organization will retain **financial** records in an orderly fashion for time
periods that comply with legal and governmental requirements and as needed for general
business requirements.

**Purpose:**              To outline the methods for filing, retaining and disposing of business
records.

**Scope:**              This procedure applies to all business documentation generated by the
Organization. However, this does not necessarily cover internal or certain day-to-day business
correspondence.

**Responsibilities:**

The Finance Staff will be responsible for categorizing and maintaining a listing of records
maintained and the location (i.e. by wall unit shelf row number).

The Chief Financial Officer is responsible for overseeing the execution of Organization policy for
Record Retention, Storage and Destruction of obsolete Organization records.

**Procedure:**

**1.1          FILING SYSTEM**

To ensure efficient access, filing centers will be established in each department. To reduce the
amount of duplicate and unnecessary record retention, individual desk files should be avoided
unless they are used in daily operations. All other departmental or Organization records should
be filed in the departmental central filing areas.

**1.2**          Unless necessary, records should usually only be kept by the originator or sender
and not by the receiver to avoid duplicate filing systems.

**1.3**          The following filing guidelines should be adhered to optimize filing efficiency
and records access:

•              All file cabinets and files should follow recognized rules of order, such as Left
to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to

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oldest.

•        File markers or label headings should always be placed at the beginning or front of a file or group of files.

•        Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except Human Resources records) to avoid confusion and re-filing in the event of turnover.

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Files should always be filed under the "proper" or Organization names whenever appropriate. In the case of individuals, files should be maintained according to the person's "Last name" then First name and Middle initial.

•        Extra care should be used for sensitive or private information. Organization financial data or personnel records that contain performance reviews, salary information, and any health related information should be kept in a secure area with limited access to only those that have a "need to know" such as the Office Manager or the Chief Financial Officer.

**2.1     RECORD RETENTION AND LONG-TERM STORAGE**

**2.2**     Storage of archived records will be maintained in the locked storage area of the building. Access to this area will be limited to the Chief Financial Officer, officers of the Organization and the Office Manager.

**2.3**     Non-permanent files will be stored in cardboard file boxes. Each file box will be labeled on the front with the contents, dates covered, and destruction date if applicable. Permanent records will be filed electronically.

**2.4**     Files should be stored only in boxes with similar items, dates and retention periods. This will allow easier access and purging of records. A general rule to keep in mind is that it is better to only half-fill a file box than to file dissimilar types of files in the same box.

**2.5**     The Office Manager will be responsible for categorizing and maintaining a listing of records maintained and the location (i.e. by wall unit and shelf row number).

**2.6**     Maintain all files for as long as is necessary but only to the extent they serve a useful purpose or satisfy business or legal requirements. G&A102 Ex1 RECORDS RETENTION PERIODS, provides a guide to the typical business life of various documents. The retention periods provided are suggested with federal requirements in mind.  Be sure to check with local and state authorities for specific record retention requirements.

**2.7**     Copies of critical records that are vital to the daily operations of the Organization should be kept off site in case of possible disasters. This may include information needed to file insurance claims (assets lists, insurance contacts, policy numbers), financial data for tax purposes (wages paid, income and expenses), contacts lists to inform or restart the business (vendors, customers, investors and employees), and other data that would assist in rebuilding the business (business plans, intellectual property, or proprietary information).

**3.1     RECORD DESTRUCTION**

**3.2**     Three to six months after each year-end, the Office Manager will proceed with destruction of all files that have exceeded their recognized holding period.

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**3.3**        A listing of file categories to be destroyed will be circulated to all managers thirty days prior to destruction for review and comment. The actual listing of records destroyed will be maintained permanently for future reference.

**3.4**        Destruction of the files will be performed by an independent, outside service for shredding and disposal. Disposal of records into the Organization's general trash service is not allowed.

**References:**

**A.**        **HEALTH INSURANCE PORTABILITY ACCOUNTABILITY ACT (HIPAA)**

The Standards for Privacy of Individually Identifiable Health Information (the Privacy Rule) creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. As required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Privacy Rule covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrative transactions electronically. Most covered entities (certain health care providers, health plans, and health care clearinghouses) must comply with the Privacy Rule by April 14, 2003. Small health plans have until April 14, 2004 to comply with the Rule.

Note: Employment records maintained by a covered entity in its capacity as an employer are excluded from the definition of protected health information. The modifications do not change the fact that individually identifiable health information created, received, or maintained by a covered entity in its health care capacity is protected health information.

**B.**        **AGE DISCRIMINATION IN EMPLOYMENT ACT (ADEA)**

ADEA applies to employers with 20 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit.
Otherwise, ADEA compliance suggests keeping basic employee files from one to three years as listed:

•        Payrolls or other records (for temporary and permanent positions) for three years.

•        Basic employee information such as employees' names, addresses, birth dates, occupations, rates of pay, and weekly compensation for three years.

•        Applications and personnel records relating to promotion, demotion, transfer, selection for training, layoff, recall or discharge for one year.

•        Job advertisements and postings for three years.

•        Copies of employee benefit plans, seniority and merit systems must keep on file for the full period the plan or system is in effect and for at least one year after its termination

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### C.    AMERICANS WITH DISABILITIES ACT (ADA)

ADA applies to employers with 5 or more employees. If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit.
Otherwise, ADA compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or requests for reasonable accommodation for at least 1 year from the making of the record or the personnel action.

### D.    CIVIL RIGHTS ACT OF 1964

Applies to employers with 15 or more employees.  If an EEOC charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic non-discrimination compliance suggests keeping employment applications and other personnel records including promotions, transfers, demotions, layoffs, and termination or any EEO-1 Reports for at least one year from the making of the record or the personnel action. If an employee is involuntarily terminated, his/her personnel records must be retained for one year from the date of termination.

### E.    EMPLOYEE RETIREMENT INCOME SECURITY ACT (ERISA)

The ERISA reporting and disclosure obligations apply to all pension and welfare plans including summary plan descriptions, annual reports, reportable events, and plan termination, unless the Organization plan is exempt under ERISA.

ERISA suggests the Organization should maintain all reports, documents, information, and materials for a minimum of six years in order to disclose and or support all transactions to participants and beneficiaries (and report to certain governmental agencies), as requested or needed.

### F.    EQUAL PAY ACT

Payroll records including time cards, wage rates, deductions from wages, and records explaining the difference in wage rates between men and women in similar positions should be kept for three years.

### G.    EXECUTIVE ORDER 11246

Applies to federal contractors and requires the preparation of affirmative action plans. Affirmative action plans must be updated annually and retained for two years along with all applications and other personnel records that form the basis of the Organization's employment decisions. Generally, personnel and employment records must be retained for two years.

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### H.       FAIR LABOR STANDARDS ACT (FLSA)

FLSA applies to employers engaged in or employees who work in interstate commerce and suggests the following records are retained for three years:

•      Payroll and other records containing employee's name, birth date, gender, and occupation.

•      Employee's beginning of workweek and time employee begins work.

•      Regular rate of pay or other basis of payment.

•      Hours worked per day and for the workweek.

•      Daily and weekly straight time earnings.

•      Deduction from wages.

•      Total wages per pay period.

•      Date of payment and the pay period covered.

•      For exempt professional, executive and administrative employees, and those employed in outside sales, the employer must maintain records that reflect the basis on which wages are paid to permit calculations of the employee's total remuneration.

•      In addition, employers must keep for at least two years all records (including wage rates, job evaluations, seniority and merit systems, and collective bargaining agreements) that explain the basis for paying different wages to employees of opposite sexes in the same establishment.

### I.       FAMILY AND MEDICAL LEAVE ACT (FMLA)

FMLA applies to employers with 50 or more employees within a 75 mile radius and whose employee must have worked for at least one year and accumulated at least 1,250 hours of service with the employer during the previous year. FMLA suggests the following records are retained for 3 years

•      Basic employee data including name, address, occupation, rate of pay, terms of compensation, daily and weekly hours worked per pay period, deductions from wages, and total compensation.

•      Dates of leave taken by eligible employees.

•      For intermittent leave, the hours of leave.

•      A copy of employee notices and documents describing policies and practices regarding leave.

•      Records of any dispute regarding the designation of leave.

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### J.    IMMIGRATION REFORM & CONTROL ACT (IRCA)

IRCA applies to all employers and requires a signed Form I-9 to be retained for three years after the date of hire and at least one year after termination.

### K.    OCCUPATIONAL SAFETY & HEALTH ACT (OSHA)

OSHA applies to employers with 10 or more employees and suggest that the log of occupational injuries and illnesses is retained for five years. All other records should be retained for at least 30 years after employee separation. Other records include:

•        Occupational injuries and illnesses.

•        The annual summary of injuries and illnesses.

•        Medical records and records of exposure to toxic substances.

### L.    REHABILITATION ACT OF 1973

Applies to federal contractors. If a charge or lawsuit is filed, keep records until final disposition of the charge or lawsuit. Otherwise, basic compliance suggests keeping personnel and employment records including requests for accommodation, physical exams, job advertisements and postings, applications, resumes and records regarding hiring, assignments, promotions, demotions, transfers, layoffs, terminations, rates of pay and selection for training for two years (only 1 year if contractor has less than 150 employees or a federal contract of $150,000 or less). Note: Affirmative action plans also may have to be maintained by the employer

### M.    RIGHT TO FINANCIAL PRIVACY ACT

The act establishes specific procedures and exceptions concerning the release of customer financial records to the federal government. It provides customers of financial institutions with a right to expect that their financial activities will have a reasonable amount of privacy from federal government scrutiny.

### N.    GUIDE TO RECORD RETENTION REQUIREMENTS

A good source of federal retention requirements is the "Guide to Record Retention Requirements" published by the Office of the Federal Register National Archives and Records Administration. It can be purchased from the U.S. Government Printing Office in Washington DC.  Additional sources of information include: IRS regulations, state and local government retention requirements or the AICPA (American Institute of Certified Public Accountants) Filing and Record Retention Procedures Guide.

### O.    IRS REVENUE PROCEDURE 98-25 RECORDS RETENTION

The Income Tax Regulations require that, except for farmers and wage-earners, any person subject to income tax, or any person required to file an information

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return with respect to income, must keep such books and records, including inventories, as are sufficient to establish the amount of gross income, deductions, credits, or other matters reported. The books or records required must be kept available at all times for inspection by authorized internal revenue officers or employees, and must be retained so long as the contents thereof may become material in the administration of any internal revenue law.

Note: Section 6.01 requires taxpayers to maintain and make available documentation of the business processes that (1) create the retained records, (2) modify and maintain its records, (3) satisfy the requirements of section 5.01(2) of the procedure and verify the correctness of the taxpayer's return, and (4) evidence the authenticity and integrity of the taxpayer's records.

Section 6.02 sets forth four elements that the documentation required under section 6.01 must establish: (1) the flow of data through the system, (2) internal controls that ensure accurate processing, (3) internal controls that prevent unauthorized record changes, and (4) charts of account.

Section 6.03 sets forth six specific types of documentation for each retained file:
(1)                record formats, (2) field definitions, (3) file descriptions, (4) evidence that periodic checks are undertaken to ensure that data remains accessible, (5) evidence that the records reconcile to the taxpayer's books, and (6) evidence that the records reconcile to the taxpayer's return.

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## Revision History:

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 9/5/17 | Revision | |
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# G&A102 Ex1 RECORDS RETENTION PERIODS

Accident reports and claims (settled cases) ........................................................ 7 years

Accounts payable ledgers, schedules and trial balances .................................... 7 years

Accounts receivable ledgers, schedules and trial balances ................................ 7 years

Assignments .......................................................................................................... 3 years

Audit reports of accountants ............................................................................... Permanently

Bank reconciliations ............................................................................................1 year

Bank statements, cancelled checks, and deposit slips ........................................ 7 years Bills
of lading ............................................................................................................... 3 years

Capital stock and bond records .......................................................................... Permanently Cash
books ................................................................................................................... Permanently

Cash receipts and disbursements ........................................................................ 7 years

Chart of accounts.................................................................................................. Permanently

Checks (canceled, all other) ................................................................................ 7 years

Checks (canceled, for important payments, i.e. taxes, property purchases,
special contracts, etc. File checks with the transaction papers) ...................... Permanently

Construction documents........................................................................................ Permanently

Contracts and leases (expired) ............................................................................ 7 years

Contracts and leases still in effect........................................................... Expiration +7 years

Corporate records and minutes ...................................................... Permanently

Correspondence (legal and important matters only) ..................................... Permanently

Correspondence general ...................................................................................... 3 years

Credit Applications (Consumer) ....................................... 25 Months (after notification)

Credit Applications (Business)........................................... 1 year (after notification)

Deeds, mortgages, and bills of sale .................................................... Permanently

Depreciation schedules ........................................................................ Permanently

Duplicate deposit slips ........................................................................................1 year

Electronic fund transfers documents ................................................................... 7 years

Employee personnel records (after termination) ................................................ 7 years

Employment applications .................................................................................... 3 years

Expense analyses and Expense distribution schedules ...................................... 7 years

Expired contracts and notes receivable ............................................................... 7 years

Expired purchase contracts ................................................................................. 7 years

Federal, state and local tax returns ..................................................................... Permanently

Financial statements (end-of-year trial balances) .............................................. Permanently

Fixed asset records and appraisals ..................................................... Permanently Forms
W-4 ...................................................................................................................... 7 years

Garnishments ....................................................................................................... 3 years

General Ledgers (end-of-year trial balances) ................................................. Permanently I-9s
(after termination) ...............................................................................................1 year

Insurance records, current accident reports, claims, policies, etc .................. Permanently

Interim and year-end financial statements and trial balances......................... Permanently

Inventories of products, materials, and supplies ................................................ 7 years

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Invoices .......................................................................................... 7 years
Journals ................................................................... Permanently
Licenses.................................................................... Permanently
Loan documents, notes.............................................. Permanently
Minute books of directors and stockholders, including bylaws and charter ... Permanently
Monthly trial balances ............................................... Permanently
Notes receivable ledgers and schedules ........................................ 7 years
OSHA logs ................................................................................ 5 years
Paid bills and vouchers ........................................................... 7 years
Payroll journals ...................................................................... 7 years
Payroll records and summaries ................................................ 7 years
Payroll reports (federal & state) .............................................. 7 years
Perpetual inventory records .................................................... 7 years
Petty cash vouchers ................................................................ 7 years
Physical inventory records ...................................................... 7 years
Physical inventory tags ........................................................... 7 years
Plant cost ledgers ................................................... Permanently
Polygraph test results and reasons for test ............................... 3 years
Property appraisals by outside appraisers ............................... Permanently
Property records including costs, depreciation schedules, blueprints, plans... Permanently
Property titles and mortgages .................................. Permanently
Purchase journals ................................................................... 7 years
Purchase orders ...................................................................... 7 years
Receiving sheets.......................................................................1 year
Requisitions ........................................................................... 7 years
Sales journals ......................................................................... 7 years
Sales records .......................................................................... 7 years
Savings bond registration records of employees ...................... 7 years
Scrap and salvage records (inventories, sales, etc) .................. 7 years
Shipping tickets ...................................................................... 3 years
Stock and bond certificate (cancelled) .................................... 1 year
Stockroom withdrawal forms ................................................... 7 years
Subsidiary ledgers .................................................................. 7 years
Tax returns and worksheets, revenue agents' reports and other documents ... Permanently
Time books/cards .................................................................... 7 years
Trade mark registrations ......................................... Permanently
Uncollectible accounts and write offs ...................................... 7 years Voucher
for payments to vendors, employees, etc.
(includes all allowances and reimbursement of employees, officers)................. 7 years
Voucher register and schedules ............................................... 7 years W-
4 forms ................................................................................... 4 years
Workman's comp documents ................................................... 11 years

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| | |
|---|---|
| **SOP # G&A 103 Revision: 2** | **Prepared by: Central Office** |
| **Effective Date: 4/7/2022** | **Approved by: BOD** |

**Title:**          **G&A 103 TRAVEL AND ENTERTAINMENT**

**Policy:**       All reservations required for business travel and entertainment will be made through the Supervisor or designated staff. Expenses are to be within established Organization guidelines and will be reimbursed with proper documentation. Employees are expected to spend the Organization's money as carefully and judiciously as they would their own.

The Organization recognizes that employees who travel far from home to represent the Organization's business interests must forgo their living accommodations and may forfeit personal time. Accordingly, the Organization will make efforts to provide comfortable and secure accommodations for lodging, meals and travel for employees. The Organization reserves the right to deny reimbursement of expenses that are considered lavish or extravagant.

**Purpose:**      To provide guidelines for travel and entertainment expenses as they were actually spent, account for all advances promptly and accurately and to communicate the procedures for reimbursement.

**Scope:**       This procedure applies to all departments and individuals who travel or entertain for the Organization.

**Responsibilities:**

<u>Responsible Party:</u> The individual employee and Supervisor When the Supervisor does not make travel arrangements, each employee is responsible for making arrangements needed for business travel.

•            The Supervisor may make travel arrangements when requested, provided that arrangements are made at least 15 days in advance.

<u>The Finance Department</u> will receive and review documentation and Back-office provider process necessary employee reimbursement. (See PUR106, Reimbursements, for more detailed information.)

Procedure:

**1.0     TRAVEL ARRANGEMENTS**

**1.1**     All arrangements required for business travel are to be made individually or through the Supervisor. When possible, the Supervisor can solicit better corporate discounts and rates for hotels, airlines, car rental agencies and travel agencies. Employees benefit because they do not have to spend their own time comparing rates and making their own arrangements. If making your own arrangements, the employee must find the best possible travel pricing.

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**1.2** For maximum savings on airfares, this form should always be completed at least 15 days in advance unless an emergency trip is required.

**1.3** It is preferable that all employees travel during non-working hours to maximize efficiency. The Supervisor will make arrangements for the trip as required and will return a travel itinerary and any tickets or reservation forms to the employee.

**1.4** **Cash Advances** - The Organization generally discourages cash advances unless special circumstances apply.

If an employee requires a cash advance, a formal request must be made as a check request. The advance request will then be forwarded to accounting for processing upon approval. Travel advance amounts are approved on an as needed basis.

When a cash advance is received, the employee will reduce their expense reimbursement by the amount of the cash advance. In the case where the cash advance exceeds the expenses for the report submitted, the remaining cash must be turned into the Finance Team with the expense report. Amounts owed the Organization cannot be carried forward to future expense reports. Any advance outstanding will be deducted from the employee's paycheck.

**1.5** **Direct Billings** - Direct billings to the Organization from motels, restaurants, etc. are not permitted unless previously authorized.

**1.6** Notwithstanding anything in the MERF Financial Policies and Procedures Manual to the contrary, to the extent that the MERF Board authorizes summer international non programmatic student trips, MERF is authorized to make payments to international vendors via the "Wise" application or via any other method as approved by the Chief Financial Officer ("CFO") for financial amounts pre-approved by the Board of Directors.

**2.1** **TRAVEL EXPENSE GUIDELINES**

**2.2** Air Travel - Airline reservations are based on General Services Administration guidelines and the following criteria:

• Expediency: Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).

• Cost: Employees will fly coach class unless extenuating circumstances apply.

• Air Carrier: An employee's preferred airline can be utilized as long as expediency and cost factors are equal. In most cases, airfare will be directly billed to the Organization's credit card account.

On occasion, employees may have no alternative but to book their own flight. If this is the case, employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that employees will fly at times that are not always the most convenient for them.

**2.3** Lodging - Lodging arrangements are based on General Services Administration guidelines and the value, convenience for the traveler and according to what is usual and customary Organization guidelines.

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Whenever multiple employees are traveling to the same location, employees will be required to share accommodations if possible (i.e. male/male or female/female). Lodging accommodations will then be made for double rooms accordingly. If an employee is accompanied by a non-employee such as family or a friend, and therefore requires

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separate accommodations, the employee will be responsible for payment of any excess lodging accommodations.

**2.4**      Meals - Employees on Organization business will be reimbursed for the actual cost of their meals not to exceed the guidelines of the General Services Administration for 2024 as follows.

**2.5**      Per-Diem allowances are as follows (breakfast up to $18  lunch up to $25 and dinner up $35)

Officers may include reimbursement of pre- meals under the same guidelines noted above.

See form PUR104 Accounts Payable and Cash Disbursements and PUR106 Reimbursements for additional information regarding Meals.

**2.6**      Car Rentals – When possible, advance arrangements should be made by the Supervisor if a car is required at the destination, otherwise the employee is required to make their own car rental arrangements. Vehicle selection will be based upon the most cost- effective class that satisfies requirements for the employee(s) and any demonstration equipment.

Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.

**2.7**      Personal Vehicles - An employee who uses their own automobile for business will be reimbursed according to IRS mileage reimbursement guidelines. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee and each employee must have valid minimum automobile liability insurance as required by state law.

**2.8**      Telephone - Telephone charges from the hotel are not allowed unless it is an emergency.

**2.9**      Entertainment - Entertainment expenses are not allowed.

**2.10**      Miscellaneous Expenses - Any additional business expenses (including but not limited to Wi-Fi access), that are not categorized above should be pre-approved and listed under miscellaneous expenses, and documented with all pertinent information to substantiate the expense.

**2.11**      Non-Reimbursable Expenses - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

•              Airline or travel insurance

•              Airline or travel lounge clubs

•              Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)

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- Movies or personal entertainment

- Books, magazines or newspapers

- Theft or loss of personal property

- Doctor bills, prescriptions, or other medical services

- Parking tickets, traffic tickets or Car towing if illegally parked

- Health club memberships

- Baby sitter or Pet care fees

- Barbers and Hairdressers

## 3.1    EXPENSE REPORT PREPARATION AND REIMBURSEMENT

**3.2**    All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the current financial system. Reimbursement receipts must be submitted monthly and any receipt that is older than 60 days will be reimbursed at the discretion of the Chief Financial Officer.

All required receipts for items charged must accompany all reimbursement documentation as well as uploaded into the existing financial system for approval and reimbursement payment process. In order to expedite reimbursement, the employee should ensure that the request is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | **11/12/15** | Inclusion of back-office provider process | Oswaldo Diaz, CFO |
| 2 | **9/5/17** | Revision | |
| 3 | 9/12/19 | Revision | |
| 4 | 11/14/19 | Revision | Nanie Montijo, CFO |
| 5 | 4/7/22 | Revision | Steve Budhaja, CFO |
| 6 | 6/11/2024 | Meal per diem and international student trip provisions have been added. | Steve Budhraja CFO |

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**SOP # G&A 104 Revision: 2**                                          **Prepared by: Central Office**
**Effective Date: 4/7/2022**              **Approved by: BOD**

**Title:**            **G&A104 MANAGEMENT REPORTS**

**Policy:**            Back-office provider and MPS will prepare summary reports of vital operating statistics for the Organization, including revenues, current debt, operating cash, accounts receivable and projected short-term cash flows. These reports are to be prepared and are to supplement detailed monthly and quarterly financial reports and are to be used for timely "hands-on" management.

**Purpose:**            To provide the format and content requirements for preparation of the Financial Reports.

**Scope:**            The procedure applies to the Back-office provider and the Finance personnel required for preparation of these reports.

**Responsibilities:**

Back-office provider and MPS Finance personnel will be responsible for assuring effective and informative reporting for the Organization.

**Procedure:**

### 1.0 PREPARATION GUIDELINES

**1.1**            Financial reports that provide management the necessary information to understand whether the Organization is progressing as planned are prepared monthly or as needed.

**1.2**            Back-office provider maintains electronic copies of all reports and analyses.

### 2.1    FINANCIAL REPORTS

**2.2**      The Chief Financial Officer should review accounting program financial reports on a regular basis.

### 3.1    CASH FLOW REPORT

**3.2**      The Cash Flow Report represents a summary of the cash flowing through the Organization in the near term and identifies any potential shortfall that might occur in the

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near future before it occurs.The Cash Flow Report should be reviewed at least monthly by the Chief Financial Officer. This report supplements the detailed monthly and quarterly financial statement reports and provides a quick look at the cash performance of the Organization.

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**3.3**         The Cash Flow Report should include projected operating cash balances for each month with estimated cash receipts by major classifications and projected disbursements by major account classifications.

**3.4**         Back-office provider will notify the Chief Financial Officer of any shortfall so that the Organization may determine alternative courses of action to rectify the situation.

**4.1**         **BUDGET VS. ACTUAL REPORT**

**4.2**         The Budget vs. Actual Report represents a comparison of planned operating expenses to the actual expenses incurred for the period. The objective is to highlight results against plan, percentages and variances and thus provide a basis for management decisions. The Budget vs. Actual Report is prepared and maintained by the Back-office provider on a monthly basis.

**5.1**         **FINANCIAL STATEMENTS**

**5.2**         The Chief Financial Officer, Chief Executive Officer, and the Board of Directors should review the Financial Statements monthly for each board meeting. This report provides one indication of the performance of the Organization.

**5.3**         The Financial Statements typically consist of three main parts: The Statement of Financial Position, Statement of Activities, and the Statement of Cash Flows (Statement of Cash Flows quarterly).

The Statement of Financial Position (Balance Sheet) lists all of the Organization's assets (cash, receivables, deposits, inventory, equipment, intellectual property, etc.), liabilities (debt, lease obligations, etc) and net assets. It identifies the assets (which are "the business") and the financiers, or debt and equity holders and the relationship between the two.

The Statement of Activities represents the Organization's operational sources of cash – revenue – or uses – business expenses and is typically divided into operating periods that represent months, quarters or years of operations. It identifies the profitability of the Organization as a function of the accounting decisions.

The Statement of Cash Flows is the difference between the Statement of Financial Position sources and uses of cash and the Statement of Activities sources and uses of cash. This difference assists in identifying the health of the Organization's operations. It identifies whether the Organization is producing cash or consuming cash and at what rate and from what sources.

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**5.4** The Financial Statements should be produced after the close of the Organization's period (see procedure G&A 105 PERIOD-END REVIEW & CLOSING). The final Financial Statements form the basis for the Organization's formal presentations to the Board of Directors, or other stakeholders such as banks, outside agencies, or creditors in accordance with procedure G&A 109 CONFIDENTIAL INFORMATION RELEASE.

**References:**

**FINANCIAL ACCOUNTING STANDARDS BOARD (FASB)**

Since 1973, the Financial Accounting Standards Board (FASB www.fasb.org) has been the designated organization in the private sector for establishing standards of financial accounting and reporting. Those standards govern the preparation of financial reports. They are officially recognized as authoritative by the Securities and Exchange Commission (Financial Reporting Release No. 1, Section 101) and the American Institute of Certified Public Accountants (Rule 203, Rules of Professional Conduct, as amended May 1973 and May 1979).
FASB pronouncements are the primary sources of GAAP.

**GENERALLY ACCEPTED ACCOUNTING PRINCIPLES (GAAP)**

A collection of accounting principles. Typically includes the most recent developments of all generally accepted accounting principles (GAAP) as derived or collected from various technical pronouncements. Sources include FASB statements, interpretations, technical bulletins and concepts; American Institute of CPAs (AICPA); Accounting Principles Board opinions, accounting research bulletins, and position statements; and Securities and Exchange (SEC) financial reporting releases.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | **11/12/15** | Revision of responsibilities | Oswaldo Diaz, CFO |
| 2 | 9/5/17 | Revision of wording/clarification of processes | |
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**SOP # G&A 105 Revision: 2**                                      **Prepared by: Central Office**
**Effective Date: 4/7/2022**              **Approved by: BOD**

**Title:**              **G&A 105 PERIOD-END REVIEW & CLOSING**

**Policy:**              An orderly, timely and comprehensive review of all general ledger accounts should be performed or directed by the Chief Financial Officer to ensure an accurate representation of the company's financial statements. These practices are aimed at proving that the financial accounts are accurate, and if not, are properly adjusted to make them accurate, prior to closing.

**Purpose:**              To provide a general overview of the process to be completed for reviewing the accounting records at year-end or any particular month-end prior to closing.

**Scope:**              These practices apply to all accounts.  Typically, all financial accounts are reviewed and then closed out as of the company's year-end.
Consequently, the procedures that follow are discussed in reference to year-end review. However, a subset of these procedures is also applicable to month-end reviews. Month-end procedures are identified near the end of this module.

**Responsibilities:**

Back-office provider is responsible for creating and reviewing all period-end activities to ensure the period-end financial statements accurately reflect the results of the Organization's activities. All general ledger adjustments should be approved by designated Finance team members.

**1.1         CLOSINGS PREPARATIONS**

**1.2**         The following procedures would be expected for monthly closings:

•              Reconcile all bank accounts

•              Print and compare the aged receivables and payables to the general ledger. Make appropriate adjustments to balance the accounts.

•              Review all Statement of Financial Position and Statement of Activities accounts for completeness

•              Retain all above reports in a monthly summary file.

**2.0         STATEMENT OF FINANCIAL POSITION: ASSETS**

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2.1 **Cash accounts** - prepare the bank reconciliations for year-end balances per the bank statement to the balance per books for each account. The year-end reconciliation is especially important for preparing the final year-end financial statements to ensure that it is completely accurate.

Show origination dates and description of each reconciling item. Prepare the necessary journal entries to adjust to the reconciliations. Totals must agree with the general ledger. File all reconciliation reports in the year-end closing file.

2.2 **Accounts Receivable** – Print a detailed aged accounts receivable report and reconcile it to the General Ledger. This can be prepared as soon as all accounts receivable are calculated as of year-end. Calculate possible allowances for un- collectible accounts. Adjust prior allowances to the calculated amount.  Write off any unlocatable differences. Retain a complete copy of the detailed accounts receivable, along with any reconciling adjustments in the year-end closing file.

2.3 **Inventory** – Supplies inventory may be small but should be evaluated periodically for cost increases.

2.4 **Capital Assets** - Update the detailed schedule of fixed assets with any additions and deletions and reconcile to the general ledger balances.

2.5 **Other Assets** - Other assets include utility or real estate deposits, prepaid insurance, advances to employees, and intangibles like store pre-opening costs. These should all be identified and documented. For example, a copy of the initial deposit with the utility company, or a list of the facility pre-opening costs with a schedule showing how much of those costs are to be amortized each year. File copies of these documents in the year-end closing file.

**3.0 STATEMENT OF FINANCIAL POSITION: LIABILITIES AND NET ASSETS**

**3.1** Liabilities are shown as the amount to be paid in the subsequent period. If in doubt, record the liability.

**3.2** **Accounts Payable** - Print a detailed aged accounts payable report and reconcile it to the general ledger. This is generally completed 2 to 4 weeks after the year-end to ensure that all vendor invoices relating to services and merchandise purchased have been received and entered.

Compare all month-end vendor statements to balances per accounts payable and investigate any differences. Consider making adjustments for any significant unrecorded liabilities such as work started prior to year-end, but not yet billed by the supplier. Retain a complete copy of the accounts payable detail, along with any reconciling adjustments, in the year-end closing file.

**3.3** **Accrued Expenses** - Review accruals for sales tax, payroll, payroll tax, payroll deductions payable, interest expense on short-term borrowings and long-term debt.

**3.4** **Loan Debt** - Verify recorded accuracy of debt by ensuring the general ledger balances agree

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to year-end statements from lending institutions. Save all year-end statements in year-end closing file.

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**3.5**        **Contingent Liabilities and Commitments** - Prepare a schedule of any outstanding litigation and possible losses. Prepare a schedule of all long-term rental agreements with amounts due by year for the next five years. Retain these schedules in the year-end closing file.

**3.6**        **Net Assets** - Record any changes in the Prior Period Adjustment category but ordinarily this account does not have any transactions directly posted to it.

**4.1**        **STATEMENT OF ACTIVITIES: REVENUE & SUPPORT**

**4.2**        **Revenue & Support** – Review all program revenue, reimbursement billings, and any other donations.

**4.3**        Additionally, the Chief Financial Officer and back-office provider should periodically review revenue trends, cost associated with revenues, variable expenses and fixed expenses. Look for patterns, new trends, seasonal variances, or profitable emerging products that may indicate changes in customer or program behavior.

**4.4**        The Chief Financial Officer and back-office provider should analytically review the revenue reports and explain all variances.

**5.1**        **STATEMENT OF ACTIVITIES: EXPENSES**

**5.2**        Each expense total should be compared to expense total from the year before (and budgets if applicable). Attempt to explain any unusual variances. Some expense items are directly related to asset or liability accounts and can be reconciled in conjunction with the related Statement of Financial Position account.

**5.3**        **Program Costs** - A detailed report should be produced of program costs and analyzed in relation to the associated revenues and to prior periods.

**5.4**        **Payroll** - At year-end, the various payroll expense accounts should agree to total gross payroll per payroll reports. Account for all deductions for W-3 reported to the Social Security Administration, 1099s for vendors, as well as FICA and other taxes reported accordingly.

**5.5**        **Bad Debt Expense** - Prepare a list of all accounts written off during the year. Note specifically any addition to the allowance for uncollectible accounts.

**5.6**        **Interest Expense** - Prepare a schedule of interest expense by source. Reconcile amounts to short-term borrowings and long-term debt.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | **11/12/15** | Inclusion of back-office provider process | Oswaldo Diaz, CFO |
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**SOP # G&A 106 Revision: 1**                              **Prepared by: Central Office**
**Effective Date: 9/5/17**                                **Approved by: BOD**

**Title:**          **G&A 106 CONTROLLING LEGAL COSTS**

**Policy:**          The Organization will employ various methods to manage and whenever possible, minimize legal expenses.

**Purpose:**          To describe the procedures for managing and controlling associated legal expenses.

**Scope:**          This statement applies to all individuals with the responsibility for contracting legal services and/or approving agreements, contracts, or any other legally associated transactions.

**Responsibilities:**

Chief Executive Officer will resolve, negotiate, and examine all legal   expenses.

Legal Counsel should provide the estimated costs of legal engagements and the most likely outcome.

**Definition:**          Arbitration - is a private, informal process by which all parties agree, in writing, to submit their disputes to one or more impartial persons authorized to resolve the controversy by rendering a final and binding award, which is enforceable in court. It can be used for a wide variety of disputes from commercial transactions to labor grievances.

Declaratory Judgment - is a binding judgment issued by the court that defines the legal relationship between the parties and their rights with respect to the matter before the court. Commonly used in contract disputes (especially useful if no physical agreement exists and or a suit has not been filed yet) to clarify what conduct is permitted or prohibited by the contract or to clarify the contract if necessary.

A declaratory judgment provides the opposing party (defendant) with the opportunity to pick and chose the venue or jurisdiction, and the parties to the litigation. In this manner the opposing party can steal the initiative, direct the litigation, and maximize its chances of winning.

**Procedure:**

**1.1          ARBITRATION**

**1.2**          Whenever practical, the Organization should utilize arbitration to resolve disputes. Arbitration can significantly reduce the amount of time and legal fees to resolve a dispute.  The major features of arbitration are:

•          A written agreement to resolve disputes by the use of impartial arbitration. Such a provision can be inserted into a contract for the resolution of possible

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future disputes, or can be an agreement to submit to arbitration of an existing dispute.

•         Under the rules of arbitration, the procedure is relatively simple and informal. Strict rules of evidence do not apply; there is no motion practice or formal discovery; no requirements for transcripts of the proceedings or for written opinions of the arbitrators. The rules are flexible and can be varied by mutual agreement of the parties.

•         Impartial and knowledgeable neutrals serve as arbitrators. Arbitrators are selected for specific cases because of their knowledge of the subject matter. Based on that experience, arbitrators can render an award grounded on thoughtful and thorough analysis.

•         Final and binding awards which are enforceable in a court. Court intervention and review is limited by applicable state or federal arbitration laws, and award enforcement is facilitated by these same laws.

**1.3**      The following standard clause should be inserted whenever practical into contracts, agreements, etc. to provide for the arbitration of possible future disputes:

"Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration in accordance with the Commercial [or applicable] Rules of the American Arbitration Association and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof."

The arbitration of existing disputes may be accomplished by mutual agreement of parties with the use of the following terminology:

"We, the undersigned parties, hereby agree to submit to arbitration under the Commercial [or applicable] Rules of the American Arbitration Association the following controversy.

We further agree that we will faithfully observe this agreement and the rules, and that we will abide by and perform any award rendered by the arbitrator(s) and that a judgment of the court having jurisdiction may be entered upon the award."

**2.1      LEGAL SERVICES**

**2.2**      All legal documents prepared for the company's use, such as vendor contracts, employment agreements, sales orders, etc. should be written in common language and whenever possible should avoid the use of legalese or jargon. Legalese tends to complicate even simple arrangements and often unnecessarily requires the incurrence of legal assistance for mere interpretive purposes.

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**2.3**         Before undertaking legal disputes, the Organization's legal counsel should ascertain and inform the Organization of the estimated costs that will be incurred for the legal

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engagement and the probable or most likely outcome of the case along with the probable amount of any awards or judgments. Use this information to produce a budget and clarify any matters that are increasing the budget. A budget will provide some assurance that the legal counsel has thought the matter through and it will also provide a baseline to determine the legal utility obtained from the matter.

**2.4**     Use legal action only as a last resort. Legal action is frequently not very effective. In fact, a threatened action — particularly with intellectual property — could result in a pre-emptive declaratory judgment lawsuit by the other party thus giving them the "home-field" advantage, which could lead to higher legal costs.

**3.1**     **LEGAL BILLINGS**

**3.2**     Consider negotiating a "money-back" guarantee with the right to audit any bill for up to six months. Request that all fees that are proven to be unnecessary or excessive be returned. Then examine all legal bills for any such unnecessary or excessive transactions.

**3.3**     Many times, legal bills are aggregated, vague and too uninformative to be useful in controlling costs. Therefore, all legal arrangements contracted by the Organization should require itemized billings to include the following information:

• Start and end times and dates of each service transaction
• Detailed description of services provided or work performed
• Distinct itemization of each individual performing services

**3.4**     Examine all internal discussions or conferences and note exactly who is working on the case and why. Ask for a justification for all attorneys working on the case.

**3.5**     Consider alternatives such as contingent fees, fixed fees, and monthly retainers. All fees are negotiable.

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**Revision History:**

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| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
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**SOP # G&A 107 Revision: 2**                                **Prepared by: Central Office**
**Effective Date: 9/5/17**          **Approved by: BOD**

**Title:**          **G&A107 TAXES AND INSURANCE**

**Policy:**          To ensure compliance with all Federal, state, local, and other regulatory taxation requirements

**Purpose:**          To outline the general areas of taxation.  To be used as a checklist or guide in complying with tax requirements related to each specific location and organizational structure.

**Scope:**          This statement applies to the business activities of the company.

**Responsibilities:**

The Finance team and back-office provider responsible for determining all   tax liabilities and fees, and the dates due

Back-office provider is responsible for ensuring the timely payment of all tax liabilities and fees.

**Procedure:**

**1.1          ORGANIZATION FEES AND TAXES**

**1.2**          Fees and taxes will vary depending on the legal structure of the business activity. The Organization is a Not-For-Profit organization; however, there may be from time to time revenue earned that is taxable as if the Organization were a For- Profit entity and those profits would be considered Unrelated Business Income and subject to tax.

**1.3**          The Finance team and back-office provider should check with the secretary of state, registry of charitable trusts, the IRS, and any other agency that non-profit organizations may pay fees with in order to ensure all fees are paid in a timely manner. Failure to pay such fees can result in the loss of the company's legal status or structure.

**2.1          UNRELATED BUSINESS INCOME TAX**

**2.2**          Activities conducted not related to the exempt purpose of the Organization can be subject to unrelated business income tax.

**3.1          PAYROLL FEES AND TAXES**

**3.2**          The Federal and state governments charge an **unemployment tax**, based on a specified minimum amount of each worker's salary level. For most states, the rate can change from business to business depending on the Company's history of claims and the economic health of the state in which the Company is located. Most of Magnolia's schools participate in the School Employers' Fund (SEF) for unemployment insurance.

**3.3**          **Worker's compensation insurance** may be imposed by a state like a tax. It can also vary based on the amount of payroll, past history of worker's compensation claims, and the type of work in which the business is engaged. This coverage is generally arranged through an insurance company.

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**3.4**      At the Federal level, payroll is taxed at a uniform rate for **Social Security** and **Medicare**. These two taxes are evenly shared between the company and the employee up to certain levels of income. Additionally, personal income taxes, based on the employee's compensation, must be **withheld** from the employee's earnings and remitted to the government by the company, along with the company's and employee's share of **Social Security** and **Medicare** taxes.

**3.5**      In California, a portion of the employee's compensation is also **withheld** and remitted to the state by the Organization.

**3.6**      Other payroll withholdings, mandated by Federal or state requirements, may require wage garnishments to fulfill a bankruptcy edict or childcare payment requirement.

**3.7**      The Treasury Department and or the Internal Revenue Service (IRS) collects all monies due the Federal Government. Technically, withholding amounts deducted from a paycheck are considered the government's money and the business owner is temporarily holding the money, in deposit, until it can be transferred to the government. Any failure to pay in a timely fashion is considered a serious matter by the IRS and will not be ignored.

The IRS will impose a penalty for failing to pay the required withholding amounts on time. In addition, interest will be charged until the amount is paid. Both interest and penalties imposed by the IRS can add up significantly.
Therefore, the IRS is not a good source to "borrow" money from if cash is tight.

Note: Money due the IRS is NOT dischargeable in bankruptcy.

**3.8**      Certain local municipalities charge an **Earnings tax** based on payroll, income, assets, stock options granted or any combination. Check with the city clerk for details.

**4.1      EXCISE TAXES**

**4.2**      There are many different federal government taxes or fees imposed on the commerce of different types of businesses. The following represents the most common.

**4.3**      Penalties and interest may result from any of the following acts.

•      Failing to collect and pay over tax as the collecting agent.

•      Failing to keep adequate records.

•      Failing to file returns.

•      Failing to pay taxes.

•      Filing returns late.

•      Filing false or fraudulent returns.

•      Paying taxes late.

•      Failing to make deposits.

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- Depositing taxes late.
- Making false statements relating to tax.
- Failing to register.

**5.1      OTHER TAXES AND CREDITS**

**5.2**      Many state, counties, and cities impose **real estate taxes.** The Organization should ensure that where possible the Organization has applied for exemption from property taxes as a non-profit organization.

5.3      **Sales and Use Taxes** – at this time, the Organization does not sell any products and is not subject to sales tax.  However, they may make purchase from out of state vendors that are subject to California Use Tax.  Such expenditures are monitored and reported, and payment is remitted quarterly to the Board of Equalization.

**6.1      TAX PAYMENTS**

**6.2**      The Finance team should create and maintain a detailed tax calendar as a guide, which provides a sample guide to some of the most common taxes. The guide should serve a reminder of tax due dates.

**7.1      INSURANCE**

**7.2**      Insurance needs for a business can be grouped in two broad categories, those that are directed at safeguarding assets and those that are furnished as employee benefits. Employee benefit insurance such as, health insurance, disability insurance and key man life insurance, should be considered in light of its importance in the entire employee compensation mix and in light of the personal needs of the company's owner(s).

**7.3**      Insurance used for safeguarding company's assets includes: property, causality, key-man and professional liability insurance, as well as auto insurance, errors and omissions, directors' liability or business interruption insurance. The levels and terms of these policies should be determined based upon the value of the assets at risk and creditor or state and local requirements.

**7.4**      Business with a lot of employees should consider employment practices liability insurance covers businesses against some types of employee lawsuits including:

- Sexual harassment
- Discrimination
- Wrongful termination
- Breach of employment contract
- Negligent evaluation
- Failure to employ or promote
- Wrongful discipline
- Deprivation of career opportunity

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- Wrongful infliction of emotional distress

- Mismanagement of employee benefit plans

**7.5** Certificates of insurance may be required to be on file or on display depending on governmental requirements. It is important to consider that the insurance policy is a contract. Each year's policy should be saved in a permanent file. A product liability suit can go back many years, and if the potential claim is significant, the protection afforded by the prior year's insurance coverage will be improved if that year's policy has been saved.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of back-office provider service provider process | Oswaldo Diaz, CFO |
| 2 | 9/5/2017 | Revise to clarify procedures | |
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**SOP # G&A108 Revision: 0**                           **Prepared by: Central Office**
**Effective Date: 2/14/13**                            **Approved by: BOD**

**Title:**            **G&A108 PROPERTY TAX ASSESSMENTS**

**Policy:**            All property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the Organization.

**Purpose:**            To outline the areas for review in assessments and methods for appealing overstated assessments. A Non-Profit property tax exemption is the preferred method to minimize property taxes.

**Scope:**            This statement applies to the Finance Department for property tax assessments for all sites owned by the Organization.

**Responsibilities:**

The Chief Financial Officer is responsible for reviews of Assessments including the review of Property Descriptions, validating record accuracy and   submitting appeals to local Assessor's Offices.

**Procedures:**

**1.1            REVIEW OF ASSESSMENTS**

**1.2**            All assessments are to be promptly reviewed. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice of assessed value is sent. If the Finance Department misses the deadline, the Organization loses the chance to reduce the year's property taxes. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

**1.3**            When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

**1.4**            Upon receipt of the basis for assessment, the following factors should be reviewed:

Note: Do not make the mistake of thinking property has received a favorable low assessment just because its assessed value is less than its market value. Many jurisdictions use "assessment ratios" that are a percentage of market value.  What is important is the amount of a property's assessment compared to those of similar properties.  A below market assessment may in fact be very high.

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- **Research Similar Properties:** Tax assessments are part of the public record. Assessments of similar properties to the Organization's should be looked up to see that the Organization's assessment is in line. The objective is to find assessed values for similar properties that are far lower than the Organization's. For example, organization locations within industrial parks or similar developments should be easy to find very similar properties for comparison.

- **Review Property Descriptions and Accuracy of Records:** Review records for possible clerical errors. Ensure that property descriptions are correct and the building size (total square feet) is not overstated. Make sure that all dates are correct and that all calculations are properly computed. A wrong construction date or simple mathematical error can increase tax valuations.

- **Deflate Property Valuations:** Tax assessors generally value property on the basis of historical cost and the recent sales prices of other properties in the area. Often, when figuring local property taxes, numbers reported on the federal tax return will be used. Depreciable assets are valued at cost on the federal return when figuring depreciation deductions. However, the appropriate assessment for market value for property tax purposes may very different. Further, instead of performing actual physical inspections or assessments of properties every year, local assessors use "equalization ratios" to adjust the annual assessment. The equalization ratio is a type of an inflation adjustment meant to reflect the current general trend in property values. However, the current trend in property values may not apply to the Organization's property.

1.5     If the Organization can provide solid reasons for using different measures to value property, it may be able to receive a reduction in property taxes.  Possible valuation methods can include:

- **Income Production:** Measure the current value of the cash flow stream generated by the property, which may be substantially lowered during a recession.

- **Replacement or Reproduction Cost**: How much it would cost to replace or reproduce the property should be determined. For example, if the construction industry is in a downturn, the cost to replace the property may be less than what the Organization paid for the property.

- Also the Organization should evaluate if it incurred any construction cost overruns due to bad weather, labor disturbances, material shortages, etc., that may have increased the cost of a new building without adding to its value. Decorative features may also add much less value than their actual cost.

- **Market Prices:** The actual recent sales of similar properties may show that the Organization's property is over-assessed.

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- **Unique Features or Business Obsolescence:** Changes to the characteristics of the property or features specific to the Organization's business may reduce its value. Examples can include:

- Change in zoning restrictions that limit the use of the property.

- Changes in neighborhood logistics, such as a median divider placed in a highway that deprives a location from access to customers, rerouting of a highway, closing of a railroad line or economic decline in the area that forces the Organization's traditional customer base to move away.

- Obsolete design for the Organization's particular business needs such as a facility that has been specially designed to hold machinery that has been made obsolete by a competitor's innovation or a communications facility built with conventional wiring that is obsolete due to a switch in the industry to the use of fiber optics.

- Unique design aspects which meet Organization needs but would reduce the value of a property to others.

- A general downturn in the Organization's industry.

- Including Personal Property in Building Valuations: Property that is movable is personal property and should not be included in a valuation of the building. Many items such as piping, wiring, climate control systems, generators, special supports and foundations for equipment may look like part of the building to the assessor but should not be included in the building's assessment.

**1.6** Where the Organization is renting classroom or other facilities with triple net leases that includes property taxes that the Organization paid, the Organization should consider evaluating the lease location for the possibility that the landlord has not lowered the property taxes or is charging an unfair higher property tax to the Organization.

**1.7** Under all circumstances the Organization should seek a property tax exemption or waiver. Oftentimes the County will assess taxes for the first year, and the waiver will apply thereafter.

**2.1** **APPEALING OF ASSESSMENTS**

**2.2** If upon review of the assessment and all other factors, the Finance Department believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared. Experience has shown that if an organization presents a sound argument for challenging an assessment, the Organization has an excellent chance of receiving some type of tax reducing adjustment even if it is less than the Organization had requested.

**2.3** The appeal case should include documentation of the above findings. It is important to keep in mind that the property tax assessor may not be familiar with

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the details of the Organization's business or industry, so the Organization must prepare to explain how such factors may affect a property's value.

**2.4**      Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal.  It is important to not be adversarial with the assessor but to present the attitude that the Organization is helping the assessor to reach a more accurate valuation for the property by presenting additional information.

**2.5**      If the Organization does not receive any or a large enough adjustment, an appeal may be made with the local Board of Appeals. These meetings will probably be more formal and the Organization may wish to provide expert testimony or obtain an independent appraisal of the property to present to the Board of Appeals.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|------|------------------------|--------------|
| 0 | 2/14/13 | Initial Release | |
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**SOP # G&A 109 Revision: 1**                                     **Prepared by: Central Office**
**Effective Date: 9/5/17**                                        **Approved by: BOD**

**Title:**            **G&A109 CONFIDENTIAL INFORMATION RELEASE**

**Policy:**           The release of financial, statistical or other information that may be of a confidential nature to the Organization should be controlled. Individual requests should be referred to the Chief Financial Officer, or appropriate manager for disposition.

**Purpose:**          To provide a means for the control of information to banks, media, credit bureaus, or other agencies and organizations.

**Scope:**            All requests by an outsider to an employee regarding financial, revenue, marketing, customers, personnel, vendors, or other Organization confidential information. If in doubt, verify with the Chief Financial Officer

**Responsibilities:**

Chief Financial Officer is responsible for safeguarding all Organization information and determining the appropriate level of detail for release.

The Finance Department shall oversee all responses to all reference requests.

**Procedure:**

**1.1**        **FINANCIAL INFORMATION REQUESTS**

**1.2**        Typical written requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, names of investors, etc. If the request is by letter or other written correspondence, the material shall be forwarded to the Chief Financial Officer who will decide what information may be released and who will be authorized to reply.

**1.3**        If the request is by telephone or a personal visit to our office, the requester should be referred to the Chief Financial Officer. If either is unavailable, the requester should be asked to provide their name, Organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Chief Financial Officer for follow-up.

**1.4**        The Chief Financial Officer should determine the appropriate response for each request. Formal Financial Statement presentations to the Board of Directors, or other stakeholders such as banks, should be accompanied by an opinion or comment from the Organization's Certified Public Accountant (CPA) prior to any formal presentation.  (If no outside CPA review is obtained then some people may

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consider the Financial Statements as "Pro-Forma" and then request copies of completed tax returns). The Chief Financial Officer or designated Finance team member will examine the Financial Statements and prepare a formal version to one of three standards: compiled, reviewed or audited. The Organization should use an economically appropriate CPA standard sufficient to satisfy outside requirements.

The CPA standards are as follows:

• <u>Compiled Financial Statement.</u> The CPA is unable to make any assurances on the data or methods used to produce the financial statements. The CPA will re-cast the financial statements into a standard format (as per Generally Accepted Accounting Principles or GAAP) with a disclaimer that the statements are un-audited and the information is solely derived from the management of the business entity.

• <u>Reviewed Financial Statement.</u> The CPA is able to make some limited assurances that material changes are not required in order for the Financial Statements to be in conformity with GAAP. The CPA uses limited inquiry and some analytical procedures to ascertain the reasonableness of the statements. The information is then re-cast into a standard format with appropriate footnotes and a disclaimer that the statements are un-audited and only a limited inquiry has been made into the reasonableness of the information.

• <u>Audited Financial Statement.</u> The CPA provides assurance, through an opinion letter, that the financial statements are a fair representation of the financial position, results of operations, and cash flows of an entity. This opinion is given after a detailed review and verification of the accounting records and processes used to produce the data. Verification steps include various analytical procedures, client surveys, third party confirmation, and detailed accounting record reviews.

Any irregularities found could lead to either a "qualified" opinion, to indicate that something is inconsistent with GAAP, or an "adverse" opinion, which calls into question the reliability of the information itself. The CPA considers an adverse opinion very serious.

**1.5** Some types of confidential information may require the signing of G&A109 Ex1 NON-DISCLOSURE AGREEMENT, prior to release. This may include requests for product release schedules, development plans, elements of corporate strategy, customer lists, intellectual property, financial information, legal proceedings, or time sensitive information.

**2.1** **PERSONNEL INFORMATION REQUESTS**

**2.2** The Office Manager shall oversee all responses to all reference requests. No other employee, including a former employee's immediate supervisor, shall be authorized to respond independently without first obtaining approval from Human Resources.

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**2.3**      All requests should be in writing, using Organization letterhead, indicating in that letter that the subject of the reference request has applied for a job. Information is not to be provided over the phone.

**2.4**      Each response shall be obtained only from people with first-hand knowledge of the employee's performance.

**2.5**      The Office Manager shall review all responses to ensure that:

•      Only factual information about the employee's job performance and qualifications for employment are included in the response. At no time should a response include emotions, personal feelings, rumors, non-work- related comments or exaggerations.

•      If at all possible it is important that some form of documentation or solid evidence supports all information provided in the response.

**2.6**      Retain a copy of all responses, including the contents of any oral response, in the former employee's personnel file.

**3.1      CREDIT REFERENCE INQUIRIES**

**3.2**      All credit reference requests should be in writing. Information requests should be directed to the Office Manager and are not to be provided over the phone.

**3.3**      The Office Manager should review the Credit Inquiry form for completeness prior to responding. Retain a copy of all responses, including the contents of any oral response, in the customer's file.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|------|------------------------|--------------|
| 0 | 2/14/13 | Initial Release | |
| 1 | 9/5/17 | Revised to clarify processes | |
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### G&A 109 Ex1 NONDISCLOSURE AGREEMENT

This NONDISCLOSURE AGREEMENT is made and entered into as of (DATE) between (THE ORGANIZATION NAME, STATE OF INCORPORATION AND ADDRESS), and (OTHER PARTY NAME, STATE OF INCORPORATION AND ADDRESS).

1.        **Purpose.** The parties wish to explore and/or implement a business opportunity of mutual interest, and in connection with this opportunity, each party may disclose to the other certain confidential technical and business information that the disclosing party desires the receiving party to treat as confidential.

2.        **"Confidential Information"** means any information disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including, without limitation, documents, prototypes, samples, plant and equipment) that is designated as "Trade Secret", "Confidential", "Proprietary" or some similar designation, or is of such a nature or has been disclosed in such a manner that it should be obvious to the receiving party that such is claimed as confidential. Information communicated orally shall be considered Confidential Information within a reasonable time after the initial disclosure. Confidential Information may also include information disclosed to a disclosing third party by third parties. Confidential Information includes, without limitation, a disclosing party's trade secrets, know-how, intellectual property and proprietary information as well as business plans, financial data and the status and terms of any discussions between the parties regarding a potential business transaction. Confidential Information shall not, however, include any information that (i) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing party; (ii) becomes publicly known and made generally available after disclosure by the disclosing party to the receiving party through no action or inaction of the receiving party;
(iii) is already in the possession of the receiving party at the time of disclosure by the disclosing party as shown by the receiving party's files and records immediately prior to the time of disclosure; (iv) is obtained by the receiving party from a third party without a breach of such third party's obligations of confidentiality; (v) is independently developed by the receiving party without use of or reference to the disclosing party's Confidential Information, as shown by documents and other competent evidence in the receiving party's possession; or (vi) is required by law to be disclosed by the receiving party, provided that the receiving party gives the disclosing party prompt written notice of such requirement prior to such disclosure and assistance in obtaining an order protecting the information from public disclosure.

3.        **Non-use and Non-disclosure.** Each party agrees not to use any Confidential Information of the other party for any purpose except to evaluate and engage in discussions concerning a potential business relationship between the parties. Each party agrees not to disclose any Confidential Information of the other party to third parties or to such party's employees or agents, except to those employees or agents of the receiving party who are required to have the information in order to evaluate or engage in discussions concerning the contemplated business relationship. A receiving party shall be responsible and liable for the action of its employees and agents with respect to a disclosing party's Confidential Information and shall fully cooperate with the disclosing party in enforcing any rights of the disclosing party against any such person in connection with a breach of this Agreement. Neither party shall reverse engineer, disassemble or decompile any prototypes, software, or other tangible objects that embody the other party's Confidential Information and that are provided to the party hereunder. Neither party shall hire any employees of the other during the term of this Agreement and for a period of two years thereafter.

4.        **Maintenance of Confidentiality.** Each party agrees that it shall take reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information of the other party. Without limiting the foregoing, each party shall take at least those measures that it takes to protect its own

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highly confidential information and shall ensure that its employees and agents who have access to Confidential Information of the other party have signed a Non-use and Non-disclosure agreement in content similar to the provisions hereof, prior to any disclosure of Confidential Information to such employees and agents. Neither party shall make any copies of the Confidential Information of the other party unless the other party previously approves the same in writing. Each party shall reproduce the other party's proprietary rights notices on any such approved copies, in the same manner in which such notices were set forth in or on the original.

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5.      **Ongoing Development.** Nothing in this Agreement shall prohibit or restrict either party's right to develop, use or market products or services similar to or competitive with those of the other party disclosed in the Confidential Information as long as such shall not otherwise be a breach of this Agreement. Each party acknowledges that the other may already possess or have developed products or services similar to or competitive with those of the other party disclosed in the Confidential Information. Each party shall remain free to use in the course of its business its general knowledge skills and experience incurred before, during or after the date of this Agreement and the activities hereunder.

6.      **No Obligation.** Nothing herein shall obligate either party to proceed with any transaction between them and each party reserves the right, in its sole discretion, to terminate the discussions contemplated by this Agreement concerning the business opportunity. Upon termination of such discussions the parties shall return all Confidential Information as provided in paragraph 8 and shall have no further rights to evaluate or use the Confidential Information of each other for any purpose whatsoever.

7.      **No Warranty.** ALL CONFIDENTIAL INFORMATION IS PROVIDED "AS IS." THE PARTIES MAKE NO REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED OR OTHERWISE, REGARDING THE ACCURACY, COMPLETENESS OR PERFORMANCE OF ANY OF ITS RESPECTIVE CONFIDENTIAL INFORMATION.

8.      **Return of Materials.** All documents and other tangible objects (except for any tangible objects purchased by a party) containing or representing Confidential Information that have been disclosed by either party to the other party, and all copies thereof which are in the possession of the other party, shall be and remain the property of the disclosing party and shall be promptly returned to the disclosing party upon the disclosing party's written request.

9.      **No License.** Nothing in this Agreement is intended to grant any rights to either party under any patent, mask work right, trademark, trade secret or copyright of the other party, nor shall this Agreement grant any party any rights in or to the Confidential Information of the other party except as expressly set forth herein.

10.      **Term.** The obligations of each receiving party hereunder shall survive until such times as all Confidential Information of the other party disclosed hereunder becomes publicly known and made generally available through no action or inaction of the receiving party. Notwithstanding the surviving obligations of a receiving party to maintain the confidentiality of a disclosing party's Confidential Information either party may at any time given written notice to the other party that it does not desire to receive any additional Confidential Information from the other party. After receipt of such notice, such party shall no longer furnish its Confidential Information to the notifying party.

11.      **Remedies.** Each party agrees that any violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all other legal and equitable remedies.

12.      **General Provisions.** This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns. This Agreement shall be governed by the laws of the State of Missouri, without reference to conflict of laws principles. This document contains the entire Agreement between the parties with respect to the subject matter hereof. Any failure to enforce any provision of the Agreement shall not constitute a waiver thereof or of any other provision. This Agreement may not be amended, nor any obligation waived,

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except by a writing signed by both parties hereto.

(THE ORGANIZATION).                                              (THE OTHER PARTY)

By: Name:                                                        By:_____

Title: _____                                  Name:_____Title:

_____                                          _____


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**SOP # G&A 110 Revision: 0**          **Prepared by: Central Office**
**Effective Date: 9/5/17**          **Approved by: BOD**

**Title:**          **G&A 110 DOCUMENT CONTROL**

**Policy:**          All documents used to provide work direction or set policy should be reviewed, approved, distributed and controlled by the office of the Chief Financial Officer.

**Purpose:**          To define the methods and responsibilities for controlling documents used to provide work direction or set policy, and to define methods for document revision, approval, and distribution.

**Scope:**          This procedure applies to all documents required by the Accounting Management System. Documents of internal or external origin are included.

**Responsibilities:**

The Chief Financial Officer is responsible for controlling and reviewing, at least annually, the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

The Finance Team is responsible for maintaining and controlling the Accounting Manual, all procedures and instructions related to the Accounting Management System, and all External Documents that are required.

School Principals are responsible for ensuring the relevant versions of documents are available at the points of use and that they are legible.

**Definitions:**       Controlled Document:  A document that provides information or direction for performance of work that is within the scope of this procedure.
Characteristics of control include such things as Revision Number (letter), Signatures indicating review and approval, and Controlled Distribution.

Document: Information and its supporting medium. The medium can be paper, magnetic, electronic, optical computer disc, photograph, or sample.

External Document: A document of external origin that provides information or direction for the performance of activities within the scope of the quality management system. Examples include but are not limited to: customer drawings, industry standards, international standards, or equipment manuals.

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## Procedure:

### 1.1      DOCUMENT DISTRIBUTION

**1.2**      Federal, State, and Local grants and contracts should be controlled. It is up to the Chief Executive Officer, Chief Financial Officer, and Chief Operations Officer to dispose of previous revisions as new revisions are released.

**1.3**      Each applicable department is responsible for maintaining each department's controlled documents. Examples of external documents include Memorandums of Understanding that may be used or referenced.

## Revision History:

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 9/5/17 | Revision to clarify processes and positions | |
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G&A 110 Document Control                                                                                                    page 2 of 6

Accounting Policies, Procedures and Forms

## G&A 110 Ex1 REQUEST FOR DOCUMENT CHANGE (RDC)

Date:_____                    RDC No.:_____

Originator:_____

Document Title and Publication Date:_____

Page and Chapter, or Paragraph Number:_____

Description Of Problem, Opportunity Or Reason For Request (Define in Detail):
_____
_____
_____

Solution Recommended (if known) Date Action Required by:_____
_____
_____
_____

Comments:_____
_____
_____
_____

Department Manager Approval:_____
Recommended Solution to Problem or Postponement/Dissolution of Request
(attach all necessary documentation to support response)_____
_____
_____
_____

Approved By:_____                    Date:_____

**PROCEDURE FOR COMPLETING FORM**

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1) Complete top section of this form except for RDC number
2) Obtain Department Manager's approval
3) Forward original to the Office Manager who will assign a RDC number (Note: one copy will be returned to originator with RDC number assigned.
4) The Office Manager will take action and if appropriate will proceed with an RDC.
5) The Office Manager returns a copy to Originator upon resolution of request.

Distribution:                            Original - RDC File      Copy 1 - Originator

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| **G&A 110 Ex2 DOCUMENT CHANGE CONTROL** | | | |
|---|---|---|---|
| Date:_____ | | | |
| DCN#:_____ | | | |
| RDC#:__ _____ | | | |
| **Doc. or Part No.** | **Description of Change, Documents affected and reason(s) for change(s)** | **Action Code(s)** | **Effective Date** |
| | | | |

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**Change Action Required**

Make/order New Document:_____

Current Docs:

Use until depleted                    Return for Credit          Scrap          Save for spares

Other:_____

Comments:_____

**Authorization(s): Chief Financial Officer**          **Authorization(s):  Office  Manager**

By:_____          By:_____

Title:_____          Title:_____

Date:_____          Date:_____

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G&A 110 Document Control                                                  page 5 of 6

Accounting Policies, Procedures and Forms/

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**SOP # G&A 111 Revision: 0**                                    **Prepared by: Central Office**
**Effective Date: 2/14/13**                                         **Approved by: BOD**

**Title:**              **G&A 111 FACSIMILE AND E-MAIL SIGNATURES**

**Policy:**              Fax and E-mail signatures are accepted as if the signature were an authentic wet blue ink signature for any official document.

**Purpose:**              The purpose of this policy is to provide a clear explanation of the guidelines surrounding the use of Fax and E-mail signatures on Organization provided and received E-mail accounts and Fax Documents.

**Scope:**              This applies to all Organization E-mail and Fax documents.

**Responsibilities:**

<u>Chief Financial Officer</u> is responsible for review and approval of signatures.

**Background:** E-mail and fax communication are often used more than any other form of communication, and is a form of business communication. The format of E- mail and fax documents should be professional in terms of signature and other formatting. E-mail and fax signatures should follow certain guidelines to fit with the overall image of the Organization. As such, the style of address, tone, spelling, grammar and punctuation of all messages should reflect the standards of formal business communication.

**Procedure:**

**1.1**              **FAX AND EMAIL SIGNATURES**

**1.2**              What should be included in an email signature:
E-mail and fax signatures should include your name, job title, department, mailing address, telephone and fax numbers, and Website address. This should be in plain text format to easily accommodate all types of users.

When the signature is for a contract or approving a document or official in any nature, the signature should only be acceptable if the signature is in original "blue" ink.

**1.3**              What should not be included in a fax or e-mail signature:
Elements that should not be included in fax or e-mail signatures include colored text, very large or complicated fonts, images, clip art or personal quotes. Faculty

and staff should also refrain from using background images or stationary in their email correspondence.

**1.4** No fax or email document is considered officially received as if it were an original blue ink wet signature until after the Organization has sent a formal reply to the fax or e-mail that the signature has been accepted.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
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G&A 111 Fax and E-mail Signatures Accepted                                            page 2 of 2
Accounting Policies, Procedures and Forms/

**SOP # G&A 112 Revision: 0**                     **Prepared by: Central Office**
**Effective Date: 2/14/13**                        **Approved by: BOD**

**Title:**          **G&A 112 MAINTENANCE REQUESTS**

**Policy:**          Any maintenance work must be approved and pre-authorized unless emergency circumstances occur.

**Purpose:**          The purpose of this policy is to provide a clear explanation of the guidelines in obtaining approval for building, equipment, and general maintenance services.

**Scope:**          This applies to any and all maintenance type service requests.

**Responsibilities:**

Chief Financial Officer or the Chief Financial Officer's staff designee is   responsible for review and approval of maintenance requests.

**Background:** MERF and/or its maintenance contractors has the responsibility to repair, make replacements and adjust equipment and buildings in response to conditions discovered during performance of preventive maintenance, equipment breakdown/improper operation or employee complaint. MERF and/or its maintenance contractors shall respond to and accomplish any request that is relevant to the successful operation of the Organization and its school and system locations.

**Procedure:**

**1.1          MAINTENANCE REQUESTS**

**1.2**          Maintenance requests will be reviewed and approved or disapproved by the Chief Financial Officer and/or the designated staff as appropriate.

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G&A 112 Maintenance Requests                                                        page 1 of 2
Accounting Policies, Procedures and Forms/

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|------|------------------------|--------------|
| 0 | 2/14/13 | Initial Release | |
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G&A 112 Maintenance Requests                                                                page 2 of 2

Accounting Policies, Procedures and Forms/

**SOP # G&A 113 Revision: 1**               **Prepared by: Central Office**
**Effective Date: 4/7/22**                   **Approved by: BOD**

**Title:**              **G&A 113 ELECTRONIC BACKUP OF ACCOUNTING INFORMATION**

**Policy:**              All electronic accounting information systems must be backed up every week at a minimum on the Organization's server.

**Purpose:**              The purpose of this policy is to provide a clear explanation of the need to backup electronic accounting data regularly.

**Scope:**              This applies to the accounting program.

**Responsibilities:**

The Finance Department is responsible for ensuring that the accounting program information is properly backed up.

**Background:** Electronic Accounting Information Backup means measures should be adopted that ensures that all electronic accounting data is properly backed up to secondary sources such as off-site web based services and/or other media to protect the Organization's information in the event of any form of electronic data loss.

**Procedure:**

**1.1          ELECTRONIC BACKUP OF ACCOUNTING INFORMATION**

Full backups are taken daily at approximately 1:45 a.m. Pacific Time using our current accounting and budgeting systems.

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G&A 113 Electronic Backup of Accounting Information                                    page 1 of 2
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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|------|------------------------|--------------|

| 0 | **2/14/13** | Initial Release | |
|---|---|---|---|
| 1 | 4/7/22 | Electronic Back-up of Accounting Information | Steve Budhaja, CFO |
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G&A 113 Electronic Backup of Accounting Information                                      page 2 of 2

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**SOP # G&A 114 Revision: 0**                          **Prepared by: Central Office**
**Effective Date: 2/14/13**                               **Approved by: BOD**

**Title:**  **G&A 114 POLITICAL INTERVENTION**

**Policy:**  Consistent with its tax-exempt status under the Internal Revenue Code, it is the policy of MERF that the Organization shall not incur any expenditure for political intervention. Political intervention does not include lobbying activities, defined as the direct or indirect support or opposition for legislation, which is not prohibited under the Internal Revenue Code.

**Purpose:**  The purpose of this policy is to provide a clear explanation of what the Organization may and may not be involved in with regards to politics.

**Scope:**  All political activities of the Organization.

**Responsibilities:**

Chief Executive Officer is responsible for ensuring that the Organization is not seen as a political organization.

**Background:** The Organization is very well known and as such, political candidates may seek endorsements from MERF. This policy clarifies what MERF can and cannot do with regards to politics.

**Definition:**  **Political Intervention** shall be defined as any activity associated with the direct or indirect support or opposition of a candidate for elective public office at the Federal, California or local level.

**Procedure:**

**1.1**  **PROHIBITED EXPENDITURES**

**1.2**  Examples of prohibited political expenditures include, but are not limited to, the following:

1.  Contributions to political action committees
2.  Contributions to the campaigns of individual candidates for public office
3.  Contributions to political parties
4.  Expenditures to produce printed materials (including materials included in periodicals) that support or oppose candidates for public office
5.  Expenditures for the placement of political advertisements in periodicals

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G&A 114 Political Intervention  page 1 of 2
Accounting Policies, Procedures and Forms/

MERF will comply with all Federal and State laws and regulations regarding political intervention, lobbying, etc. Federal funds and those assets paid for by this program may not be used in any partisan activity.

**2.1    ENDORSEMENTS OF CANDIDATES**

**2.2**    It is the policy of MERF not to endorse any candidate(s) for public office in any manner, either verbally or in writing. This policy extends to the actions of management and other representatives of MERF, when these individuals are acting on behalf of, or are otherwise representing, MERF.

**3.0    PROHIBITED USE OF ASSETS AND RESOURCES**

3.1    It is the policy of MERF that no assets or human resources of MERF shall be utilized for political activities, as defined above. This prohibition extends to the use of MERF assets or human resources in support of political activities that are engaged in personally by board members, members of management, employees, or any other representatives of MERF. While there is no prohibition against these individuals engaging in political activities personally (on their own time, and without representing that they are acting on behalf of MERF), these individuals must at all times be aware that MERF resources cannot at any time be utilized in support of political activities except as identified in "1.0" above.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
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G&A 114 Political Intervention                                                                                     page 2 of 2
Accounting Policies, Procedures and Forms/

**SOP # G&A 115 Revision: 1**                                           **Prepared by: Central Office**
**Effective Date: 4/7/22**                                                    **Approved by: BOD**

**Title:          G&A 115 ACCRUED LIABILITIES**

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**Policy:** The Organization will establish a list of commonly incurred expenses that may require accrual at the end of the fiscal year accounting period.

**Purpose:** The purpose of this policy is to properly recognize and accrue liabilities.

**Scope:** This applies to potential liabilities.

**Responsibilities:**

The Senior Controller & Financial Analysts with the support of Back-office provider are responsible for ensuring that the accrued liabilities are properly accounted for.

**Background:** Accrued liabilities are liabilities that have been incurred such as vacation pay but have not been paid.

**Procedure:**

**1.1** **Accrued Liabilities**

**1.2** Some of the expenses that shall be accrued by MERF at the end of an accounting period are:

- Salaries and wages
- Payroll taxes
- Vacation pay/Compensated absences
- Rent
- Interest on notes payable
- Insurance premiums
- Audit fees
- Charter Management Organization fees

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G&A 115 Accrued Liabilities page 1 of 2
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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |

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| 1 | 11/12/15 | Inclusion of back-office provider service provider | Oswaldo Diaz, CFO |
|---|---|---|---|
| 2 | 4/7/22 | Updated to include Senior Controller | Steve Budhraja, CFO |
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G&A 115 Accrued Liabilities                                                                 page 2 of 2
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**SOP # G&A116 Revision: 1**                                      **Prepared by: Central Office**
**Effective Date: 11/12/15**                  **Approved by: BOD**

**Title:**              **G&A116 NOTES PAYABLE**

**Policy:**              It is the policy of MERF to maintain a schedule of all notes payable,

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mortgage obligations, lines of credit, and other financing arrangements. This schedule shall be based on the underlying loan documents.

**Purpose:**          The purpose of this policy is to properly track and recognize all notes payable and other similar obligations.

**Scope:**          This applies to notes, loans, lines of credit, and obligations of the Organization.

**Responsibilities:**

Back-office provider is responsible for ensuring that all notes, loans, and other similar obligations are properly accounted for.

**Background:** Properly tracking and monitoring long term debt such as loans is important such that as payments become due, the Organization has sufficient cash flow to honor the obligation.

**Procedure:**

**1.1**          **NOTES PAYABLE**

**1.2**          Prepare a schedule that shall be based on the underlying loan documents and shall include all of the following information:

1. Name and address of lender
2. Date of agreement or renewal/extension
3. Total amount of debt or available credit
4. Amounts and dates borrowed
5. Description of collateral, if any
6. Interest rate
7. Repayment terms
8. Maturity date
9. Address to which payments should be sent
10. Contact person at lender
11. Loan covenants, if applicable

**2.1**          **ACCOUNTING AND CLASSIFICATION**
**2.2**          An amortization schedule shall be maintained for each note payable. Based upon the amortization schedule, the principal portion of payments due with the next

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year shall be classified as a current liability in the statements of financial position of MERF. The principal portion of payments due beyond one year shall be classified as long-term/non-current liabilities in the statements of financial position.

**2.3**          Demand notes and any other notes without established repayment dates shall always be classified as current liabilities.

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Unpaid interest expense shall be accrued as a liability at the end of each accounting period.

**2.4** A detailed record of all principal and interest payments made over the entire term shall be maintained with respect to each note payable. Periodically, the amounts reflected as current and long-term notes payable per the general ledger shall be reconciled to these payment schedules and the amortization schedules, if any, provided by the lender. All differences shall be investigated.

**3.1** **NON-INTEREST-BEARING NOTES PAYABLE**

**3.2** As a charitable organization, MERF may from time to time receive notes payable that do not require the payment of interest, or that require the payment of a below-market rate of interest for the type of obligation involved. In such cases, it shall be the policy of MERF to record contribution income for any unpaid interest.

**3.3** For demand loans, recording of interest expense and contribution income shall be performed at the end of each accounting period, based on the outstanding principal balance of the loan during that period, multiplied by the difference between a normal interest rate for that type of loan and the rate, if any, that is required to be paid by MERF.

**3.4** For loans with fixed maturities or payment dates, the note payable shall be recorded at the present value of the future principal payments, using as a discount rate the difference between a normal interest rate for that type of loan and the rate, if any, which is required to be paid by MERF. The difference between the cash proceeds of the note and the present value shall be recorded as contribution income in the period the loan is made. Thereafter, interest expense shall be recorded in each accounting period using the effective interest method, with the corresponding credit entry increasing the note payable account to reflect the amount(s) that shall be repaid.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Changes in responsibilities | Oswaldo Diaz, CFO |
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**SOP # G&A 117 Revision: 2**                                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                   **Approved by: BOD**

**Title:**          **G&A 117 FINANCIAL AND TAX REPORTING**

**Policy:**          The Organization will prepare annual and monthly financial statements as management considers necessary and prepare non-profit tax information and tax information returns within eight months of the fiscal year close.

**Purpose:**          The purpose is to control and prepare consistent and accurate financial statements and tax returns that are relied upon by both internal and external parties.

**Scope:**          This applies to financial statements and tax reporting documents.

**Responsibilities:**

Chief Financial Officer or his designee is responsible for preparing all tax documents and ensuring Organization financial statements are accurate.

Back-office provider is responsible for preparing all Organization financial statements.

**Background:** Preparing financial statements and communicating key financial information is a necessary and critical accounting function. Financial statements are management tools used in making decisions, in monitoring the achievement of financial objectives, and as a standard method for providing information to interested parties external to MERF. Financial statements may reflect year-to-year historical comparisons or current year budget to actual comparisons.
**Procedure:**

**1.1          STANDARD FINANCIAL STATEMENTS**

**1.2**          Prepare the basic financial statements at year end and as considered necessary for reporting purposes. The basic financial statements of the Organization are maintained and prepared by MERF on an Organization wide basis and shall include:

1.          **Statements of Financial Position** - reflects assets, liabilities and net assets of MERF and classifies assets and liabilities as current or non- current/long-term.

2.          **Statements of Activities** - presents support, revenues, expenses, and other changes in net assets of MERF, by category of net asset (unrestricted, temporarily restricted and permanently restricted)
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**2.1          FREQUENCY OF PREPARATION**

**2.2**　　The objective of the Back-office provider is to prepare accurate financial statements in accordance with generally accepted accounting principles and distribute them in a timely and cost-effective manner. In meeting this responsibility, the following policies shall apply:

**2.3**　　A standard set of financial statements described in the preceding section shall be produced on a quarterly basis for presentation at the Board of Directors meeting. The standard set of financial statements described in the preceding section shall be supplemented by the following schedules:

1.　　　　Individual statements of activities on a departmental and functional basis (and/or program/grant basis)
2.　　　　Comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts

The bi-monthly set of financial statements shall be prepared on the cash basis of accounting with exception of year-end reports where accrual method of accounting must be used. Year-end report must include all receivables, accounts payable received by the end of the reporting period, and actual depreciation expense.

**3.1**　　**REVIEW AND DISTRIBUTION**

All financial statements and supporting schedules shall be reviewed and approved by the Chief Financial Officer, prior to being issued by Back-office provider.

**3.2**　　After approval by the Chief Financial Officer, a complete set of monthly financial statements shall, including the supplemental schedules described above, shall be distributed to the following individuals:

1.　　　　All members of the Finance and Audit Committee of the Board
2.　　　　Chief Executive Officer
3.　　　　School Principals and any other employee with budget-monitoring responsibilities will receive only the budget vs. actual report

**3.3**　　Financial statements may include an additional supplemental schedule prepared or compiled by the Chief Financial Officer. The purpose of this schedule is to provide known explanations for material budget variances in accordance with MERF'S budget monitoring policies.  Also included is a list which lists all invoices that have not been paid at the end of the year and all revenues, if any, that have not been received.
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**4.1**　　**ANNUAL FINANCIAL STATEMENTS**

**4.2**　　A formal presentation of MERF's annual financial statements shall be provided by the independent auditor to the full Board of Directors at MERF's annual meeting. This

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presentation will be preceded by a meeting with MERF's Finance and Audit Committee, at which the Finance and Audit Committee will vote to accept or reject the annual financial statements.

**5.1**      **GOVERNMENT RETURNS**

**5.2**      MERF must be aware of its tax and information return filing obligations and comply with all such requirements of the Federal government, California and local jurisdictions. Filing requirements of MERF include, but are not limited to, filing annual information returns with the Internal Revenue Service (IRS), California charitable solicitation reports, annual reports for corporations, property tax returns, income tax returns, information returns for retirement plans, annual reporting of compensation paid, and payroll withholding tax returns.

**6.1**      **FILING OF RETURNS**

**6.2**      It is the policy of MERF to become familiar with the obligations in each jurisdiction and to comply with all known filing requirements. The Chief Financial Officer shall be responsible for identifying all filing requirements and assuring that MERF is in compliance with all such requirements.

**6.3**      It is also the policy of MERF to file complete and accurate returns with all authorities. MERF shall make all efforts to avoid filing misleading, inaccurate or incomplete returns.

**6.4**      Reports and returns which may be required to be filed by MERF include, but are not limited to, the following returns:

1.      **Form 990** - Annual information return of tax-exemption of MERF, filed with IRS. Form 990 for MERF is due on the **fifteenth day of November, annually**.
2.      **Form 990-T** – Annual tax return to report MERF'S unrelated trade or business activities (if any), filed with the IRS. Form 990-T is due on the **fifteenth day of November, annually**.
3.      **Form 199** – Exempt Organization Annual Information Statement or Return (California) – This form is due on the **fifteenth day of November, annually**.
4.      **Form 5500** - Annual return for MERF'S employee benefit plans. Form 5500 is due on the **fifteenth day of November, annually**.
5.      **Federal and State Payroll Returns** - Filed on a quarterly or annual basis.
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6.      **Form RRF-1** – Registration/Renewal Fee Report to Attorney General of California.  This form is due on the **fifteenth day of November, annually**.
7.      **SF-SAC** – The Office of Management and Budget requires all Form SF-SAC and Single Audit submissions to be submitted on the Federal Audit Clearinghouse (FAC) Internet Data Entry System. The due date is established by OMB Circular A-133.
**8.**      **Form 1099's** – See **PUR101 VENDOR SELECTION.**

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**6.5**    MERF'S fiscal and tax year-end is June 30. All annual tax and information returns of MERF Form 990, Form 990-T are filed on the accrual basis of reporting.

**6.6**    Federal and all applicable California payroll tax returns are prepared by the Chief Financial Officer, in consultation with MERF'S independent auditor and the pension plan third-party administrator.

**6.7**    It is the policy of MERF to comply with all California payroll tax requirements by withholding and remitting payroll taxes to California for each MERF employee.

**7.1**    **PUBLIC ACCESS TO INFORMATION RETURNS**

**7.2**    Under regulations that became effective in 1999, MERF is subject to Federal requirements to make the following forms "widely available" to all members of the general public:

1.        The three most recent annual information returns (Form 990), and

2.        MERF'S original application for recognition of its tax-exempt status (Form 1023 or Form 1024), filed with IRS, and all accompanying schedules and attachments.

**7.3**    It is the policy of MERF to adhere to the following guidelines in order to comply with the preceding public disclosure requirements:

1.        Anyone appearing in person at the offices of MERF during normal working hours making a request to inspect the forms will be granted access to a file copy of the forms. The Chief Financial Officer shall be responsible for maintaining this copy of each form and for making it available to all requesters.

2.        For all written requests for copies of forms received by MERF, the Organization shall require pre-payment of all copying and shipping charges. For requests for copies that are received without prepayment, MERF will notify the requester of this policy via phone call or by letter within 7 days of receipt of the original request.
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3.        The copying cost charged by MERF for providing copies of requested forms shall be $1.00 for the first page copied and $0.20 for each subsequent page. All copies shall be shipped to requesters via Priority Mail, thus, shipping charges will be a standard $5.00 per shipment.

4.        After payment is received by MERF, all requested copies should be shipped to requesters in accordance with applicable laws. Making of all copies and shipping within the legal time period shall be the responsibility of the Finance Team.

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5.      For requests for copies made in person during normal business hours, copies shall be provided while the requester waits provided the request is for twenty-five (25) or less copied pages. Requests for copies in excess of 25 pages but less than 100 pages will be available the next business day. All requests in excess of 100 pages will be sent to the requestor in accordance with applicable laws.

6.      MERF shall accept certified checks and money orders for requests for copies made in person. MERF shall accept certified checks and money orders or personal checks as payment for copies of forms requested in writing. Personal checks must clear the bank prior to the copies being made and delivered to the requestor.

**8.1      UNRELATED BUSINESS ACTIVITIES**

**8.2**      Identification and Classification of unrelated business activities must be separately identified.

**8.3**      It is the policy of MERF to properly identify and classify income-producing activities that are unrelated to MERF's tax-exempt purpose using the guidelines described in the Internal Revenue Code and underlying regulations. Such income accounts shall be segregated in separate accounts in the general ledger of MERF in order to facilitate tracking and accumulation of unrelated trade or business activities.

**8.4**      It is the policy of MERF to file IRS Form 990-T to report taxable income from unrelated trade or business activities. Form 990-T is not subject to any public access or disclosure requirements. Accordingly, it is the policy of MERF not to distribute copies of Form 990-T to anyone other than management and the Board of Directors of MERF.

**Revision History:**

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| Revision | Date | Description of changes | Requested By |
|----------|------|------------------------|--------------|
| 0 | **2/14/13** | Initial Release | |

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| 1 | **11/12/15** | Inclusion of back-office provider service provider process | Oswaldo       Diaz, CFO |
|---|---|---|---|
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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**SOP # G&A 118 Revision: 2**                                    **Prepared by: Central Office**

**Effective Date: 2/11/21**              **Approved by: BOD**

**Title:**     **G&A 118 BUDGETING**

**Policy:**     The School Site Principals with the support of Back-office provider are responsible for preparing, monitoring, and implementing the annual school site budget. The School Site Principal must have the school site budget approved by the Board of Directors no less than 60 days before the fiscal year.  It is the School Site Principal's responsibility to work with the central office in order to acquire the necessary budgetary information to implement their program.  The budget may be revised as needed.

An annual Organization-wide budget shall be prepared on the accrual basis of accounting and the budget shall be adopted by the Board of Directors. The budget may be revised as needed. It is the policy of the Organization to adopt a final annual operating budget at least 60 days before the beginning of MERF's fiscal year.

**Purpose:**     A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources

**Scope:**     This applies to all departments and chart of accounts of the Organization.

**Responsibilities:**

Principal is responsible for providing information to the Back-office provider so that the back-office provider service provider can prepare the annual site budget and make revisions as needed.

The Finance Department is responsible for reviewing the school site and Organization-wide budgets and budget revisions.

Back-office provider is responsible for preparing the monthly budget vs. actual comparison reports.

**Background:** Budgeting is an integral part of managing MERF in that it is concerned with the translation of MERF's goals and objectives into financial and human resource terms. A budget should be designed and prepared to direct the most efficient and prudent use of the MERF's financial and human resources. A budget is a management commitment of a plan for present and future MERF activities that will ensure survival. It provides an opportunity to examine the composition and viability of MERF's programs and activities simultaneously in light of all available resources.

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**Procedure:**

**1.0  PREPARATION AND ADOPTION**

**1.1**     The school site budgets will be developed by the School Site Principals and Back-

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office provider., The Organization-wide budget will be prepared by the Chief Financial Officer with the support of Back-office provider. They will gather proposed budget information from all Finance teams and others with budgetary responsibilities and prepare the first draft of the budget. Budgets proposed and submitted by each department should be accompanied by a narrative explanation of the sources and uses of funds and explaining all material fluctuations in budgeted amounts from prior years.

1.2      After appropriate revisions and a compilation of all school site budgets by Back-office provider, a draft of the school site budgets and Organization-wide budget will be presented to the Chief Financial Officer for discussion, revision, and preliminary approval. The Chief Executive Officer is responsible for the final approval of all budgets.

1.3      The final budget is then submitted by the Chief Financial Officer to the Board of Directors for adoption. School Site Principals shall be present at the Board of Directors budget approval meeting.

1.4      It is the policy of MERF to adopt a final annual operating budget at least 60 days before the beginning of the MERF's fiscal year. In addition, the Finance Team must setup the new fiscal year accounts, to input the budget into the accounting system and establish appropriate accounting and reporting procedures (including any necessary modifications to the chart of accounts), to ensure proper classification of activities and comparison of budget versus actual once the new year commences.

**2.1      MONITORING PERFORMANCE**

2.2      MERF will monitor its financial performance by comparing and analyzing actual results with budgeted amounts. This function will be accomplished in conjunction with the monthly financial reporting process described earlier.

2.3      On a monthly basis, budget reports comparing actual year-to-date revenues and expenses with budgeted year-to-date amounts shall be produced by the Finance Team and distributed to each respective School Principal on a monthly basis.

2.4      The financial reports, interim reports, and budgets will be distributed to the Board of Directors.  The Chief Financial Officer and School Site Principal, with the/support of Back-office provider, will be responsible for answering budget questions posed at the Board meetings.

2.5      The Chief Financial Officer will also institute an on-going monitoring plan to ensure the fiscal operations effectively implement all Federal and State requirements and to ensure the safeguarding of Federal and State funds and assets.

**3.0      BUDGET MODIFICATION**

3.1      After a budget has been approved by the Board of Directors and adopted by MERF, reclassifications of budgeted expense amounts may be made by Back-office

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provider, with approval from the Chief Financial Officer or his designee (Controller or Senior Financial Analyst).

3.2 Budget reclassifications of any amount are at the discretion of the Chief Financial Officer.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of  back-office provider process | Oswaldo Diaz, CFO |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
| 3 | 2/11/2021 | Revision to clarify budget modifications | Serdar Orazov, CFO |
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**SOP # G&A 119 Revision: 0**                                   **Prepared by: Central Office**
**Effective Date: 2/14/13**                                        **Approved by: BOD**

**Title:**            **G&A 119 INSURANCE**

**Policy:**            It is the policy of the Organization to have an active risk management program that includes a comprehensive insurance package and to maintain adequate insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.
.
**Purpose:**            To have a comprehensive insurance package and to maintain adequate

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insurance against general liability, as well as coverage for buildings, contents, computers, fine arts, equipment, vehicles, machinery and other items of value.

**Scope:** This applies to all areas of risk management.

**Responsibilities:**

Chief Financial Officer is responsible for monitoring risk management and identifying areas of insurance need.

**Background:** Risk management and insurance enable the Organization to hedge against known and unknown potential losses.

**Definition:** **Workers' Compensation and Employer's Liability**
Contractors are required to comply with applicable Federal and California workers' compensation and occupational hazard and disease statutes. If occupational hazard and diseases are not compensated under those statutes, they shall be covered under the employer's liability insurance policy.

**Fidelity Bond**
For all personnel handling cash, preparing or signing checks, MERF shall obtain insurance that provides coverage in a blanket fidelity bond. The specific needs of MERF will determine the dollar limit of this coverage.

**Comprehensive Liability**
This type of coverage may include directors, officers and employee general liability insurance, buildings, contents, computers, fine arts, boilers and machinery.

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**Student Accident Insurance**
All children enrolled in any of MERF's funded programs must be insured for accidents and injury. The limit per child enrolled will be determined by local area experience rates and potential risk assessments.

**Procedure:**

**1.1     COVERAGE GUIDELINES**

**1.2**     As a guideline, MERF will arrange for the following types of insurance, as a minimum:

Type of Coverage
•               Comprehensive Liability
•               Automobiles for Employees,

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-      Volunteers or Escorts
-      Employee dishonesty/bonding
-      Fire and Water Damage
-      Directors and Officers
-      Theft
-      Workers' Compensation
-      Student Accident Insurance

**1.3**     The dollar limits are identified in the Insurance Booklet.

**1.4**     MERF shall maintain a file of all insurance policies in effect. This file shall include the following information, at a minimum:

1.      Description (type of insurance)
2.      Agent and insurance company, including all contact information
3.      Coverage and deductibles
4.      Premium amounts and frequency of payment
5.      Policy effective dates
6.      Date(s) premiums paid and check numbers

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
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**SOP # G&A 120 Revision: 1**                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                        **Approved by: BOD**


**Title:**        **G&A 120 SUPPLIES**

**Policy:**        It is the policy of the organization to maintain an internal control system over supplies to prevent theft, overstocking, understocking, spoilage and obsolescence.
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**Purpose:**        To physically safeguard organization assets and to maintain accurate financial reporting.


**Scope:**        This applies to non-capitalized assets.


**Responsibilities:**

School Principal or designee is responsible for maintaining safeguards over cleaning and education supplies at each school.

**Procedure:**

**1.1**        SAFEGUARDS

**1.2**        Each Principal or designee is responsible for monitoring safeguards over assets at each school site. School will properly safeguard supplies inventory by keeping storage and locker facilities locked.

**1.3**        **Cleaning/Maintenance Supplies.** The Custodian at each site is responsible for custody of cleaning and repair and maintenance supplies.

**1.4**        **Educational Supplies.** The Administrative Assistant or designee is responsible for custody of educational supplies. Only the Administrative Assistant and the School Principal will have access to educational supplies.

**1.5**        Educational supplies will be controlled in part by forms documenting custody, i.e. textbooks issued to students and use of laptops.

**2.1**        MONITORING

**2.2**        School will establish optimum minimum and maximum stock levels for inventory.

**2.3**        Finance teams will maintain records detailing purchases of each significant inventory item for each fiscal year.

**2.4**        School Principal or designee will conduct a physical inventory of the supplies listed above on an annual basis. The completed inventory will then be submitted to Accounting so it can be reconciled to the general ledger.
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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|--------|-----------------------------------------------|--------------|
| 0 | **2/14/13** | Initial Release | |
| 1 | 9/5/17 | Revision to clarify processes and positions | |
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**SOP # G&A 121 Revision: 2**                              **Prepared by: Central Office**
**Effective Date: 9/5/17**                                     **Approved by: BOD**

**Title:**          **G&A 121 SCHOOL SITE ACCOUNTING**

**Policy:**          It is the policy of MERF to consider each school to be a separate and distinct financial accounting entity in order to maintain an accurate fund accounting system.

**Purpose:**          The purpose of this policy is to clearly define relationships between each school and with the business office in regards to financial accounting.

**Scope:**          This applies to the Organization's charter schools and business office.

**Responsibilities:**

<u>Back-office provider,</u> with the support of the Financial Analysts, is responsible for timely and accurate recording of transactions, providing useful management information, and properly reporting such information for various user needs.

<u>The Chief Financial Officer</u> is responsible for overseeing the Financial Analysts and providing assistance where needed.

**Background:** Separate accounting for each of the charter schools is critical in order to monitor budget performance and to determine how to allocate resources.

**Procedure:**

**1.1**          **SEPARATE ACCOUNTING**

**1.2**          Back-office provider will utilize the same accounting policies for each school they are responsible for. Consistency in accounting will ensure that the charter schools can be evaluated using the same benchmarks and will assist in evaluating performance.

**1.3**          Each Charter School will have its own accounting file to assist in maintaining separate accounting for each school, and a separate bank account to avoid commingling of funds.

**2.1**          **FUNDRAISING**

**2.2**          Revenues from fundraising will be recorded in the accounting system using the resource tracking system in order to account for funds received from different events. Funds may be used for operating purposes unless restricted by the donor or explicitly restricted by the event.

**Fundraiser Approval Process and**
**Gift-Entry and Recording Policies**

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**2.3**        Fundraiser Approval Process: Each Magnolia Science Academy (MSA) teacher/staff member will submit a direct fundraiser request to the site principal.

The MSA site principal will thoroughly review the fundraiser request and either approve or deny a fundraiser request.

The head of development at the MPS Home Office under the office of the Outreach and Communication Department is informed to ensure there is alignment to the Magnolia Public Schools - Development Plan and Strategy.

If the fundraiser request does not align with the Development Plan and Strategy and/or the MPS mission and vision then a recommendation will be made to not proceed with the fundraiser to the site principal. If approved, and if the fundraiser will utilize the MPS website Stripe account, the head of the MPS development will create a "fund" specific to the fundraiser.

The MSA site fundraising lead will provide fundraiser details to the head of development to subsequently populate the fundraiser description section. If another approved donation payment app/s is utilized, then the MSA site fundraising lead will forward all donation details including fundraiser purpose, timeline, amount requested, amount received once the fundraiser has come to a close to the MPS finance and Development departments.

Payment apps offer convenience for business owners, contractors, and individuals who want to send money from person to person. Payment apps work by allowing you to make payments directly from your smartphone. You can make payments through your app without needing to have your credit card or debit card handy at all.

●        Approved Apps: Stripe & Paypal

Magnolia Public Schools and Magnolia Science Academy website donation pages are operated by Stripe online payment processing. Funds are linked directly to each MSA's account

●        Donors Choose - Donors Choose is the most trusted classroom funding site for teachers.

Note, apps not listed need to be approved by the MPS Finance and Development departments prior to use by Magnolia Science Academy sites.

**Gift-Entry and Recording Policy and Procedure**

MSA sites will ensure all cash and checks are delivered to the MPS Finance department for accounting and depositing. An ACH transfer can be requested by the MPS Finance department throughout the duration of the fundraising campaign or as determined by the Chief Financial Officer.

The Finance department will subsequently forward the MSA fundraising totals to the MPS Development department for recording in the Grants Management Portal. Periodically, the MPS Finance department will request a funds transfer from Stripe or designated app  to the prospective MSA accounts or as determined by the Chief Financial Officer.

The Development department will add/update donor information in the MPS Grants Management portal, especially if the information on the check and/or response form is different.

The Development departments will record gifts according to the donor's intended use, i.e. unrestricted, restricted (specific program or project), endowment, etc.

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The Development department will record in the system the source of the gift, i.e. direct-mail appeal, special event, personal solicitation, etc.

The Development department will prepare a quarterly report of gifts to be shared with appropriate staff and board committees for information and special acknowledgment.

The Development department will acknowledge all gifts within three to five business days using appropriate MPS thank-you letters based on the gift level.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | **11/12/15** | Inclusion of back-office provider provider processes | Oswaldo Diaz, CFO |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
| | 4/7/22 | Inclusion of Fundraiser Approval Process & Gift-Entry and Recording Policy | Steve Budhraja, CFO |
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G&A 121 School Site Accounting                                                    page 2 of 2
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**SOP # G&A 122 Revision: 0**                          **Prepared by: Central Office**
**Effective Date: 2/14/13**                               **Approved by: BOD**

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**Title:**          **G&A 122 FRAUD REPORTING & WHISTLEBLOWER**

**Policy:**          To establish procedures for reporting concerns of fraud on a confidential basis; receipt, retention, and treatment of complaints received by the Organization regarding such concerns; and protection of anyone reporting fraud in good faith from retaliatory actions.

**Purpose:**          It is the policy of the Organization that its operations are conducted according to the highest standard of integrity, and that its officers, directors, employees, consultants, volunteers, interns, vendors, and other agents observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the Organization, all applicable laws and regulations must be followed, honesty and integrity must be practiced in fulfilling all responsibilities and all situations must be avoided that might conflict with responsibilities undertaken on behalf of the Organization. It is a federal crime for any organization – nonprofit or for-profit- to retaliate against a "whistleblower" who reports illegal, unacceptable, or suspicious activity ("Concerns"). This policy is intended to encourage and enable the reporting of Concerns within the Organization in order to prevent, detect and correct improper activities.

**Scope:**          All officers, directors, employees, including temporary employees, consultants, volunteers, interns, vendors and other agents are covered by the scope of this policy and its guidelines.

**Responsibilities:**

Executive Management and Board of Directors are responsible for investigating any Concerns reported, and to ensure that the reporting person is protected from retaliation.

**Background:** The people closest to the day-to-day workings of an organization are the ones most qualified to identify and report improper activities. Experience has shown that these individuals will step forward if they are provided with a confidential means of reporting abuses and feel that they will be protected from retaliation, including loss of their job.

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G&A122 Fraud Reporting & Whistleblower                                             page 1 of 4
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**Procedure:**
**1.1          REPORTING RESPONSIBILITY**

**1.2**          It is the responsibility of all those noted in the Scope of the Policy to report questionable or improper accounting or auditing matters or other Concerns as described above.

**1.3**          No officer, director, employee, including a temporary employee, consultant, volunteer, intern, vendor or other agent who reports a Concern in good faith shall be subject to retaliation or, in the case of an employee, adverse employment consequences. Any

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individual who retaliates against someone who has reported a Concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

**1.4**     Reporting in good faith means that to the best of the individual's knowledge who is reporting a suspected fraud or abuse Concern, the fraud or abuse is factual.

**1.5**     An individual reporting a fraud or abuse Concern not in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. In other words, fraudulently submitting a fraud or abuse Concern/allegation is not acceptable.

**2.1     PROCEDURES FOR REPORTING CONCERNS**

**2.2     Employees and Consultants.** Whenever possible, an individual should seek to resolve Concerns by reporting issues directly to his supervisor. If, for any reason, the individual is uncomfortable speaking to his supervisor or does not believe the Concern is being properly addressed, the individual should report the Concern directly to the Chief Operating Officer of the Organization. If the individual does not believe that these channels of communication can or should be used to express his Concern, the individual should report the Concern directly to a member of the Organization's Board of Directors. Concerns may also be submitted anonymously in writing or via voice mail to a Board of Directors member. Contact information for the Chief Operating Officer and a listing of Board of Directors members may be obtained from the Organization's website or by calling the Organization at (714) 892-5066.

**2.3     Officers, Directors, Interns, Volunteers, Vendors and Other Agents.** Officers, directors, interns, volunteers, vendors and other agents may report Concerns to the Chief Executive Officer or directly to a member of the Organization's Board of Directors. If the officer, director, intern, volunteer, vendor or other agent is uncomfortable reporting to any of these individuals, or if he does not believe the Concern is being properly addressed, the report should be escalated directly to the Chair of the Organization's Board of Directors.

**2.4     Third Party Fraud Reporting Service.** An individual also has the option to report any Concerns through a service specifically set up for MERF. These can be
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reported through the website at www.magnoliapublicschools.org or by calling the central office. Concerns addressed through these channels can be made anonymously if the individual chooses.


**3.1     HANDLING OF REPORTED CONCERNS**

**3.2**     All reported Concerns filed in accordance with this policy will be investigated by the Organization with due care and promptness. Matters reported internally without initial resolution will be investigated by the Chief Executive Officer of the Organization to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. The Organization staff may issue a full report of all matters raised under this policy to the Board of Directors.

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For matters reported directly to a member of the Board of Directors or the Chief Executive Officer, the Audit Committee shall promptly acknowledge receipt of the complaint to the complainant if the complainant is known. An investigation will be held to determine if the allegations are true, whether the issue is material and what corrective action, if any, is necessary. Upon the conclusion of this investigation, the Audit Committee shall promptly report its findings to the Executive Committee of the Board.

The Audit Committee shall have full authority to investigate Concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that the committee reasonably believes is necessary to conduct a full and complete investigation of the allegations.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
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**SOP # G&A 123 Revision: 0**                                    **Prepared by: Central Office**
**Effective Date: 1/1/17**                                       **Approved by: BOD**


**Title:**                 **G&A 123 CONFLICT OF INTEREST POLICY**


**Purpose:**               It is the policy of the Organization that the Governing Board shall review
and adopt a conflict of interest policy annually or as required in accordance with authorizer
MOUs.


**Responsibilities:**

Executive Management and Board of Directors are responsible for ensuring that the conflict of
interest policy is reviewed and approved annually each July.

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**Background:** Refer to separate document titled "Conflict of Interest Policy".

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **7/21/16** | Documented policy approved by Board as separate document | Caprice Young |
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**SOP # G&A 124 Revision: 0**            **Prepared by: Central Office**

**Effective Date: 3/08/18**            **Approved by: BOD**

**Title:**            **G&A 124 HOME OFFICE MANAGEMENT FEES**

**Policy:**            Charter school-related organizations (CSRO) may charge a charter school fees for the legitimate, contractually agreed upon services it provides to the charter school.

**Purpose:**            To clearly define Home Office Management Fee calculations for all MPS school sites

**Scope:**            This applies to all MPS schools of the organization.

**Responsibilities:**

The Finance Department is responsible for review and confirmation of all monthly calculations and payments from school sites to MERF.

Back-office service provider is responsible for accurate bookkeeping and recording of all payments and outstanding fees.

Chief Executive Officer and Chief Financial Officer are responsible for approval of all Home Office Management Fee transactions.

**Procedures:** The CMO fee policy which will be reviewed and updated each year along with the annual budget adoption as noted below

The Board of Directors ("Board") of Magnolia Public Schools ("MPS") adopts a policy for the MPS charter schools to fairly fund the Home Office for administrative services and support provided to the schools, sometimes referred to as the "CMO fee". The Board authorizes and delegates to the MPS Chief Executive Officer, Executive Team and their designees (collectively, the "Home Office Team") to calculate and collect the CMO fee in accordance with this policy.

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The Home Office Management Fee for MSA 5 is not to exceed 15% of the school's revenue, defined as the amount received in the current fiscal year from LCFF calculated pursuant to Section 42238.02, as implemented by Section 42238.03, per LACOE's condition for authorization beginning fiscal year 2018-19. The Home Office Management Fee for MSA San Diego shall not exceed 11% of the total LCFF revenue based on the MOU with the current authorizer, SDUSD effective fiscal year 2015-16.

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **3/08/18** | Initial Release | Nanie Montijo, CFO |
| 1 | 6/11/2024 | CMO Fee | Steve Budhraja CFO |
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**SOP # CSH 101 Revision: 2**                                    **Prepared by: Central Office**

**Effective Date: 4/7/2022**                                    **Approved by: BOD**

**Title:**              **CSH 101 CASH BOXES**

**Policy:**              Proper internal control should be maintained over funds received by cashiers or sales clerks of any type, even at fundraising events at all times.

**Purpose:**              To identify the practices for cash box control, including cash receipts, special tender items, cash payouts and reconciliation with deposits.

**Scope:**              All personnel that deal with the cash transactions.

**Responsibilities:**

Principal is responsible for safeguarding / verifying and controlling all cash assets at each school.

School Office Manager is responsible for ensuring the completeness and accuracy of all opening, closing and intermediate transactions.

School Office Manager is responsible for overseeing all event transactions.

**Procedure:**

**1.1**              **CASH BOX/SAFE**

**1.2**              Each fundraiser or individual collecting cash should collect cash for events and safeguard properly. Once all cash has been collected, this individual should submit the cash received to the School Office Manager as soon as possible for placement in the cash box. It is important to ensure that only one person has responsibility for collecting cash as to limit any opportunities for misappropriation.

**1.3**              All cash collected must be collected by the School Office Manager, counted together with the School Principal and one other person, and signed off by all three individuals that the cash count is accurate. The funds will then be safely secured until deposited by a designee of the School Office Manager.

**1.4**              If the cash balance at the end of day exceeds $2,500, a bank deposit will need to be made the same day. Otherwise, all bank deposits will need to be made by the last business day of the week. At the end of the week there should be no more than $100 left in the cash box for the following week.

**1.5**              Bank deposit documentation needs to be emailed to Back-office provider, in PDF format, for entry into the general ledger on a weekly basis.

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CSH 101 Cash Box                                    page 1 of 2

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## Revision History:

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of back-office provider process | Oswaldo Diaz, CFO |
| 2 | 4/7/22 | Revision to clarify processes and positions | Steve Budhraja, CFO |
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**SOP # CSH 102 Revision: 1**                          **Prepared by: Central Office**
**Effective Date: 9/5/17**                             **Approved by: BOD**

**Title:**            **CSH 102 CASH RECEIPTS AND DEPOSITS**

**Policy:**           Accurate internal control of cash receipts and deposits will be maintained at all times. Cash deposits will generally be made on the same day as receipt.

**Purpose:**          To establish the procedures to be followed for receiving, applying and depositing cash receipts.

**Scope:**            This procedure applies to all cash receipts received by the Organization.

**Responsibilities:**

Finance team is responsible for processing all cash and check transactions and depositing checks received in the bank.

Finance team is responsible for inspecting and verifying proper signatures or endorsements on checks.

School Principal/Office Manager is responsible for all fundraising transactions.

**Definitions:**      Tender Item. Any item used to tender or pay for a transaction is considered a tender item. Tender items can include coupons, gift certificates, credits, rebates, cash, checks, barter credits, etc.

**Procedure:**
1.1          **CUSTOMER AND AGENCY DEPOSITS**

1.2          Cash receipts generally arise from:
•                      Contracts and Grants

•                      Direct donor contributions

•                      Fundraising activities


The principal steps in the cash receipts process are:

**Central Office** - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The Finance team stamps all checks "for deposit only," and makes one (1) copies of each check. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Finance team processes the following: the endorsed checks, the deposit log book, and the correct account allocation for each deposit. The Finance team processes the deposit and
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takes it to the bank for deposit. A copy of the deposit slip is attached to the deposit. The

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deposits are put in a file to attach to the bank statement.

All cash received at the central office will be counted, verified, and signed off by two people from Accounting and another available staff member. The cash will immediately be posted using the appropriate allocation. A receipt will be given to the paying party and a copy kept for internal purposes. The cash will be kept in a locked, secure location and deposited within 24 business hours, but no longer than the last business day of the week.

**School Site** - The Receptionist receives incoming mail, opens, date stamps, and distributes the mail. The checks are kept in a locked cabinet until ready for deposit.

Weekly (or more often if necessary), the Principal, Office Manager, or designee will deposit the checks to the bank for deposit. The Principal, Office Manager, or designee will then send copies of the check(s) deposited and the original deposit slip receipt from the bank to the Finance team for processing.

The back office provider will process the deposit and enter into the accounting system. A copy of the deposit slip is attached to the deposit. The deposits are put in a file to attach to the bank statement.

**2.1** **APPLICATION OF ACCOUNTS RECEIVABLE**

**2.2** Inspect all incoming accounting mail for checks.

**2.3** Finance team should photocopy all checks. Any papers attached to the checks should be stapled to the check photocopy and the envelopes discarded.

**2.4** Finance team will use the photocopy of the checks and customer remittance advices to apply the cash payments to the Accounts Receivable Ledger if applicable. Unapplied payments are to be credited against the oldest open aging column on the accounts receivable ledger. A standard letter of information and/or inquiry should be sent or faxed to the payer when there is any question as to the correct application of the check.

**2.5** Checks returned once should be deposited a second time. Already re-deposited checks should be debited back to the account.

**2.6** Prepare all checks received for deposit.

**3.1** **DEPOSIT, ENDORSEMENT OF CHECKS, TIMELINES OF BANK DEPOSITS**

**3.2** The Finance team will inspect all checks for proper signature or endorsement. If a check is received without a proper signature then process the check as per CSH 103 PROBLEM CHECKS procedure
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**3.3** All checks should be endorsed as follows:

a.                   With the restrictive endorsement "For Deposit Only" along with,

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b.          The Organization's designated bank deposit account number,

c.          The name, "Magnolia Education and Research Foundation",

d.          The bank name.

**3.4**          No check should be withheld from daily deposit unless it is legally imperfect. The endorsed checks should then be returned to the Finance Team. Bank deposits will be made on a daily basis, unless the total cash amount received for deposit is less than $2,500 . Receipts must be deposited no later than the Friday of the week it was received. Any cash not deposited on a daily basis will be kept in a locked fireproof cabinet with access limited to the Chief Financial Officer, and the Finance Manager.

**3.5**          At time of deposit, collect all cash and checks and prepare a bank deposit slip for deposit in the Organization's authorized bank. Ensure that collections are deposited into the correct bank account, and that the name of the charter school is listed on the deposit slip.

**3.6**          Place a duplicate copy of the deposit ticket and collected cash into a cash bag for transport to the bank. Deposits should be made no less frequently than daily if amount of cash exceeds $2,500   . If the deposit cannot be made immediately then the deposits should be stored in a secure area for later deposit.

**3.7**          Extreme care should be taken to protect the safety of the person making the deposit and the deposit itself. Actions to be considered are, making deposits only during daylight hours, using random deposit times and different routes to the bank, and assigning two people to make deposits.

**3.8**          The deposit amount should be entered into the accounting program.

**3.9**          No disbursements should be made from collections, nor can personal checks be cashed.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|

| 0 | **2/14/13** | Initial Release | |
|---|---|---|---|
| 1 | 9/5/17 | Revision to clarify processes and positions | |
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**SOP # CSH 103 Revision: 2**                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                        **Approved by: BOD**

**Title:** **CSH 103 PROBLEM CHECKS**

**Problem:** To save time in returning and following-up on unsigned, checks marked "payment in full", or returned by the bank. These checks should be processed as follows and deposited.

**Purpose:** To describe how these types of checks should be handled before depositing.

**Scope:** This procedure applies to all checks received by the Organization.

**Responsibilities:**

<u>Back-office provider</u> is responsible for processing all check transactions for each school.

**Definitions:** NSF. Non-Sufficient Funds or NSF checks are those that are returned from the bank because the balance in the checking account was not high enough to cover the check. The check is then stamped NSF or "insufficient funds", "uncollected funds", or maybe "account closed".

**Procedure:**

**1.1** **UNSIGNED CHECKS**

**1.2** The word "over" should be typed or written on the line where the signature would normally appear. On the back, type "Lack of Signature Guaranteed" and then add the Organization name, manager's name, title and signature.

Note: This indicates to the bank that the Organization will take back the check as a charge against its account in the event it isn't honored. In the event the check is not honored, the Office Manager should immediately follow-up with the issuer.

**1.3** Continue processing the check.

**2.1** **PARTIAL PAYMENT CHECKS MARKED "PAYMENT IN FULL"**

**2.2** If there's no dispute as to the amount, a check tendered for less than the amount due and marked "payment in full" (or similar wording) can be cashed without jeopardizing the right to recover the balance. However, if there's a bona fide dispute as to the amount owing, the Organization runs the risk that payment will be deemed to have settled the disputed claim for the lesser amount.

**2.3** To overcome any potential pitfall, the check should be endorsed with the following statement "Check is accepted without prejudice and with full reservation of all rights under section 1-207 of the UNIFORM COMMERCIAL CODE (see Reference A).

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**2.4** Continue processing the check as per procedure CSH 102 CASH RECEIPTS AND DEPOSITS.

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**2.5**    The Office Manager should then work with the customer to resolve collection of the remaining balance due.

**3.1    RETURNED CHECKS**

**3.2**    A returned check for less than $100 or stamped "uncollected funds," should be re-deposited the following day, if the check is not already stamped, "Do Not Re- Deposit".

**3.3**    For returned checks in amounts greater than $100, the bank that the check is drawn against should be telephoned to determine if the check amount will clear the customer's account. If sufficient funds exist the check should be re-deposited. If the check is very large, consider taking the check directly to the issuing bank for recovery.

Note: The customer's account number should be the second number series located at the bottom center of the check.

**4.1    REDEPOSITED CHECKS**

**4.2**    In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the Office Manager should contact the issuer by phone to report the problem and discuss how the matter will be resolved. Then issue a formal notice CSH 103 Ex1 BAD CHECK NOTICE via certified mail with a return receipt requested to ensure the customer understands the seriousness of the issue.

**4.3**    Whenever a check is re-deposited more than once a handling fee should be considered.

**References**:

**A.    UNIFORM COMMERCAL CODE (UCC)**

The "Uniform Commercial Code" or UCC began as a model for each state legislature to modify and adopt as law in that state. Therefore, the UCC is not the same in every state. Each state's court system can interpret the UCC differently thereby creating different case law in that state and producing different results.
Business people cannot assume that the law will be exactly the same in each state. For more information see the Secretary of State for each State in question.

**B.    BAD CHECK LAW**

Bad Checks are considered part of the UCC and therefore are a matter of state law enforcement. Section 3-104(2)(b) of the UCC, defines a check as "a draft drawn on a bank and payable on demand." Each state has a different "Bad Check Law" see UCC above.
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Postdated check: since it is not payable on demand, most states believe that the giving of a post-dated check does not constitute a present fraud nor is it within the scope of the bad check laws.

Payments for COD or pre-existing debt: In most cases, NSF checks are not considered under the bad check law if they are used to pay a note payment or to pay an invoice that is on

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account. However, if the debtor provides a creditor with a NSF check for a COD order, then that act does fall within the bad check laws.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of Back Office | Oswaldo Diaz, Chief Financial Officer |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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|---|---|
| **SOP # CSH 104    Revision: 1** | **Prepared by: Central Office** |
| **Effective Date: 9/5/17** | **Approved by: BOD** |

**Title:**        **CSH 104 WIRE TRANSFERS**

**Policy**:          To provide additional payment options to customers and vendors in order to make funds immediately available to the receiving party. Wire transfers should be treated with special care and accuracy to prevent loss to the Organization or the customer.

**Purpose:**          To explain the steps necessary to ensure proper procedures are followed when processing wire transfer requests.

**Scope:**          This procedure applies to customers who are sending or receiving wire transfers and the financial institutions which process these requests.

**Responsibilities:**

Chief Financial Officer is responsible for initiating all outgoing wire transfer requests.

Chief Executive Officer or Chief Financial Officer should approve all wire transfers regardless of

amount. Finance team is responsible for processing all incoming wire transfers.

**Definitions:**      ABA The American Bankers Association or ABA number is a unique routing identification code is issued to a Federal or State chartered financial institution which is eligible to maintain an account at a US Federal Reserve Bank. The ABA Routing Number (a.k.a. ABA number; Routing Transit number) is used to identify participants in automated clearinghouses, electronic funds transfer, and on-line banking.

**Procedure:**

**1.1       INCOMING WIRES**

**1.2**       Wire transfers are processed the same as a check in accordance with the CSH 102 CASH RECEIPTS AND DEPOSITS procedure.

**1.3**       Upon the banks receipt of the wire transfer the bank may create a wire transfer notification. Normally these are mailed but many banks may also provide notification via e-mail, phone, fax, or via an on-line banking interface. The bank notification serves as documentation the the money has been received.

**2.1       OUTGOING WIRES**

**2.2**       The Chief Financial Officer will initiate wire transfers as necessary. This will take place on the secured website maintained by the Organization's bank. Chief Executive Officer must approve all wire transfers by logging into the bank's secured website and approving the transfer. Wire transfers cannot be made without this secondary authorization.

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**2.3**     Wire transfers should originate from a checking account. Reference A - FRB Reg D. - establishes limits on transfers from savings or money market accounts but there are no limits on transfers from checking accounts.

**References:**

**A.     FRB REG D: RESERVE REQUIREMENTS OF DEPOSITORY INSTITUTIONS**

Defines consumer depository accounts (e.g., checking, savings, money market, CDs, transactions etc.) and the rules governing those accounts. This law also requires that financial institutions keep a minimum amount of reserve deposits either as vault cash or with the Federal Reserve.

The Federal Reserve Board's Regulation D limits the number of certain withdrawals and transfers from savings accounts. All financial institutions are subject to this regulation. Examples savings accounts affected by this regulation include: Regular Savings and Money Market accounts. Transactions on Checking accounts are not limited.

Regulation D, allows up to six (6) preauthorized or automatic withdrawals or transfers to another account at the same financial institutions or to a third party during a calendar month. There may be no more than three (3) of these six (6) transfers by check, debit card, or similar order, clearing an account. A "preauthorized transfer" includes arrangement the credit union make either to pay a third party, one time, on written or verbal instruction, or to pay a third party on a fixed schedule, (i.e. bill payer, ACH authorizations).

**B.     FRB REG E: ELECTRONIC FUND TRANSFER ACT**

Establishes the rights, liabilities and responsibilities of all parties involved in electronic fund transfers and protects consumers when they use such systems. Examples of these transactions include those at automated teller machines, telephone bill-payment plans, point-of-sale purchases and pre-authorized transfers to and from a consumer's account (such as direct deposit and regular utility and mortgage payments).

Regulation E prescribes rules for the solicitation and issuance of EFT cards; governs consumers' liability for unauthorized electronic fund transfers (resulting, for example, from lost or stolen cards); requires institutions to disclose certain terms and conditions of EFT services; provides for documentation of electronic transfers (on periodic statements, for example)- sets up a resolution procedure for errors; and covers notice of crediting and stoppage of preauthorized payments from a customer's account.

Stored-value cards (also known as "smart cards") and home banking by personal computer would be subject to Regulation E because the act governs electronic fund transfers.

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**Revision History:**

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| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 9/5/17 | Revision to clarify processes and positions | |
| 2 | 4/7/22 | Add CFO as approver of wire transfer | Steve Budhraja, CFO |
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**SOP # CSH 105 Revision: 0**                               **Prepared by: Central Office**
**Effective Date: 2/14/13**                                     **Approved by: BOD**

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**Title:**          **CSH 105 CHECK SIGNING AUTHORITY**

**Policy:**          **MPS Board of Directors appoints and approves employees authorized to sign checks.**

**Purpose:**        To outline the check signing authority process.

**Background:** While a hired accountant, office manager, or accounting clerk may be responsible for entering bills, paying bills, and printing out checks, all printed checks and related documentation should be presented to a second individual for signing. No one person or employee should be allowed to enter invoices, select invoices for payment, then print and sign checks. At a minimum, this process requires at least two individuals to ensure the integrity of the accounting system remains intact.

**Scope:**          This procedure applies to all regular bank checking accounts of the Organization.

**Responsibilities:**

Chief Executive Officer is responsible for adding and removing check signing authority. Any change made is subject to board approval.

Chief Financial Officer is responsible for managing the check signing authority process and alerting all individuals and banks of any changes to authority.

**Procedure:**

**1.1**       **AUTHORIZED CHECK SIGNERS**

**1.2**       The Board of Directors and the Chief Executive Officer should approve authorized check signers in writing. All approvals should be forwarded to the Chief Financial Officer for processing.

**1.3**       The Chief Executive Officer and Chief Financial Officer should have check signing authority.

**1.4**       For back-up purposes, it is advisable to have at least three check signers authorized for each checking account. One should be the Chief Financial Officer or primary signer and the other should be the Chief Executive Officer or secondary check signer. The third should be a back-up signer. The back-up signer should be a trusted individual but not necessarily an employee. It could be a board member or another principal in the Organization. A back-up signer will ensure continuing operations in case both the primary and secondary signers become incapacitated for any period of time.

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**1.5**       If the check signer also authorizes purchase orders, their access to the accounting system should be limited to "read" access as to maintain proper segregation of duties.

**2.1**       **CHANGING CHECK SIGNERS**

**2.2**       The Executive Assistant/Board Secretary receives all approval paperwork and should prepare and maintain a file record of all authorized check signers and CSH 105

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CHECK SIGNING AUTHORITY LOG.

**2.3** The CHECK SIGNING AUTHORITY LOG should be kept current of all individuals and their status to sign checks as soon as their status changes. The log should contain the following information:

• Recipient name / position or title

• Authority start date

• Authority end date

• Maximum expenditure authority level

2.2 Contact the bank that administers the checking account for details on adding, changing, or removing check signers from a checking account. Normally this is a simple process of presenting identification and signing a card to be placed on file at the bank.

Banks maintain an authorized check signer's card for each checking account. Only those individuals listed on the authorized check signer's card may sign checks.

2.3 The Chief Executive Officer or the Board of Directors may revoke check signing authority. Any person who is no longer entitled to sign Organization checks will be notified in writing. The Chief Financial Officer will oversee the proper notification of the Organization's banks whenever authorized signature changes are made.

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CSH 105 Check Signing Authority                                                        page 2 of 6
Accounting Policies, Procedures and Forms/

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 11/14/19 | Authorized signer | Nanie Montijo, CFO |
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CSH 105 Check Signing Authority                                                   page 4 of 6
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## CSH 105 Ex1 CHECK SIGNING AUTHORITY LOG

| RECIPIENT NAME/TITLE | START DATE | END DATE | AUTHORITY LEVEL (maximumDollar) |
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CSH 105 Check Signing Authority                                                    page 6 of 6
Accounting Policies, Procedures and Forms/

**SOP # CSH 106 Revision: 1**                                    **Prepared by: Central Office**
**Effective Date: 10/14/19**                                     **Approved by: BOD**

**Title:**            **CSH 106 CHECK MATTERS**

**Policy:**           To ensure efficient processing and record keeping all check matters will
need to be handled and documented appropriately.

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**Purpose:** To describe the process for matters relating to checks.

**Scope:** All checks.

**Responsibilities:**

Chief Financial Officer or Finance team is responsible for managing other check matters.

**Procedure:**

**1.1** **CHECK ORIGINATION**

**1.2** The Organization permits the use of manual checks for payroll related payments after the board approved process is followed.

**1.3** In no instance can the payee of a check be made to "Cash".

**2.1** **CHECK STOP PAYMENT**

**2.2** It is important to place the stop payment information on the account as quickly as possible to prevent losses. The following information should be obtained and recorded on the bank's Stop Payment Form or address online:

- Requester's name and department
- Account number
- Check number
- Date of the check
- Who the check is made payable to
- Amount of the check
- Reason for the stop payment

**2.3** The stop payment information above should be forwarded to the Finance team or Chief Financial Officer who will contact the bank to put a stop on the check.

**2.4** An authorized check signer may need to sign the bank's Stop Payment Form or address online, typically within ten business days. Normally, stop payments are placed on the account for approximately six months.

**2.5** To release the stop payment, an authorized check signer may need to contact the bank and sign a release. Note: signing the release allows the check to be paid.

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CSH 106 Check Matters                                                                 page 1 of 2
Accounting Policies, Procedures and Forms/

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|------|------------------------|--------------|
| 0 | **2/14/13** | Initial Release | |
| 1 | 9/5/17 | Revision to clarify processes and positions | |
| 2 | 10/14/19 | Revision to permit use of manual checks | Nanie Montijo, CFO |

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CSH 106 Check Matters                                                                    page 2 of 2
Accounting Policies, Procedures and Forms/

**SOP # CSH 107 Revision: 1**                            **Prepared by:Central Office**
**Effective Date: 4/7/22**                                  **Approved by: BOD**

**Title:**              **CSH 107 BANK ACCOUNT RECONCILIATIONS**

**Policy:**             To ensure the accuracy of the Organization's bank account records by

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proving the monthly balance shown in the bank's Account Register.

**Purpose:** To outline the practices for preparation of a Monthly Bank Reconciliation

**Scope:** This applies to all bank accounts maintained by the Organization.

**Responsibilities:**

<u>Chief Financial Officer</u> or designee is responsible for review and approval of all reconciliations.

<u>Back-office service provider</u> is responsible for reconciling each site's respective checking account.

**Background:** Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to prove the monthly balance shown in the bank account register. Cash on deposit with a bank is not available for count and is therefore proved through the preparation of a reconciliation of the Organization's record of cash in the bank and the bank's record of the Organization's cash that is on deposit.

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CSH 107 Bank Account Reconciliations                                                        page 1 of 3
Accounting Policies, Procedures and Forms/


**Procedure:**

**1.1      BANK STATEMENT PREPARATION**

**1.2**      After receipt of the monthly bank statement and/or online printing of the monthly bank statement, back-office accountant should prepare the monthly bank reconciliation as follows:

- By the 15$^{th}$ of the following month for MSA 1, MSA 2, MSA 3 and MSA 5 and;
- By the 20$^{th}$ of the following month for MSA 4, MSA 6, MSA 7, MSA 8, MSA SA and

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MSA SD

 After preparation, the back-office client manager will carefully review the bank reconciliation. Once reviewed, the bank reconciliations are sent to the Finance Team for final review and approval.  To preserve proper segregation of duties, no single employee, should perform both cash transaction functions and bank account reconciliations.

The list of outstanding checks for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. If the date on the check is more than 120 days old, the check is stale.

## 2.1    COMPUTERIZED FORMAT

**2.2**    In the computerized environment, the accounting system provides an automated bank reconciliation task.  This task is generally selected once a month in conjunction with receiving the month end bank statement and/or online printout of the month end bank statement. Once selected, the screen shows a list of all items that have been posted to the cash account and that have not been cleared from the previous month's account reconciliation. The screen is usually divided into two segments: one half is a list of all checks and other charges reducing cash, and the other half is a list of all deposits and other items increasing cash. This screen would also have a field for entering the proper month end date and the balance at month end, per the bank.

**2.3**    After the account-reconciling task is successfully completed, a report is provided which shows the reconciliation process, including outstanding checks and deposits in transit.

Note: Once completed, the bank reconciliations and bank statements are filed electronically.

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SH107 Bank Account Reconciliations       page 2 of 3

Accounting Policies, Procedures and Forms/

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 9/5/17 | Revision to clarify processes and positions | |
| 2 | 4/7/22 | Update stale check policy to reflect 120 days | Steve Budhraja, CFO |
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CSH 107 Bank Account Reconciliations                                                    page 3 of 3

Accounting Policies, Procedures and Forms/

**SOP # CSH 108 Revision: 2**                                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                                        **Approved by: BOD**

### Title:            CSH 108 INTER-ACCOUNT BANK TRANSFERS

**Policy:**            To ensure the accuracy of the Organization's bank account records by proving documentation of bank transfers.

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**Purpose:** To outline the practices for preparation of an inter-account bank transfer

**Scope:** This applies to all bank accounts maintained by the Organization.

**Responsibilities:**

Chief Executive Officer is responsible for review and approval of all inter- account bank transfers

Chief Financial Officer is responsible for performing all inter-account bank transfers.

**Background:** Errors or omissions can be made to the Organization's bank account records due to the many cash transactions that occur. Therefore, it is necessary to authorize all inter-account bank transfers.

**Procedure:**

**1.1 INTER-ACCOUNT BANK TRANSFER**

**1.2** Back-office provider monitors the balances in the bank accounts to determine when there is a shortage or excess in the checking account. Back-office provider recommends to the Chief Financial Officer when a transfer should be made to maximize the potential for earning interest or when funds are needed for processing payroll or other transfer needed. The Chief Financial Officer will determine when to make a transfer and in what amount. After the transfer has been initiated by the Chief Financial Officer, the Chief Executive Officer must log into the online banking system in order to complete the bank transfer process.  A copy of the transfer is given to Back-office provider.

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CSH 108 Inter-Account Bank Transfers                                                                 page 1 of 2

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of back-office provider service provider process | Oswaldo Diaz, Chief Financial Officer |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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Accounting Policies, Procedures and Forms/

**SOP # CSH 109 Revision: 2**                                          **Prepared by: Central Office**
**Effective Date: 9/5/17**                                             **Approved by: BOD**

## Title: CSH 109 JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES

**Policy:**                To ensure the accuracy of the Organization's books and records by proving documentation of journal entries and reclassification entries. All journal entries shall be authorized in writing by the Finance Manager initialing or signing the entries.

**Purpose:**                To outline the practices for preparation of journal entries and reclassification entries.

**Scope:**                This applies to all accounting transactions performed by the Organization.

**Responsibilities:**

The Chief Financial Officer is responsible for review and approval of all journal entries and reclassification entries.

Back-office provider is responsible for performing all journal entries and reclassification entries

**Background:** Journal entries can directly affect the presentation of financial statements. Therefore, it is necessary to authorize all journal and reclassification entries.

**Procedure:**

**1.1         JOURNAL ENTRIES AND RECLASSIFICATION ENTRIES**

**1.2**         The Chief Financial Officer the Financial Analysts and Back-office provider monitor the balances in the accounting records of the Organization.

All general ledger entries including audit adjusting entries, reclassification entries, or other such journal entries shall be supported by journal vouchers or other documentation, which shall include a reasonable explanation of each entry.
Examples of such journal entries include:

1.         Recording of noncash transactions
2.         Corrections of posting errors
3.         Non-recurring accruals of income and expenses

Certain journal entries, called recurring journal entries, occur in every accounting period. These entries may include, but are not limited to:

1.         Depreciation of fixed assets
2.         Amortization of prepaid expenses
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CSH 109 Journal and Reclassification Entries                                          page 1 of 2

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3.        Accruals of recurring expenses
4.        Amortization of deferred revenue

Support for recurring journal entries shall be in the form of a schedule associated with the underlying asset or liability account or, in the case of short- term recurring journal entries or immaterial items, in the form of a journal voucher.

It is the policy of MERF that all journal entries not originating from subsidiary ledgers shall be authorized in writing by the Chief Financial Officer initialing or signing the entries.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Revision of responsibilities | Oswaldo Diaz, Chief Financial Officer |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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CSH 109 Journal and Reclassification Entries                                        page 2 of 2
Accounting Policies, Procedures and Forms/

**SOP # CSH 110 Revision: 1**                                    **Prepared by:Central Office**
**Effective Date: 11/12/15**          **Approved by: BOD**


**Title:**          **CSH 110 PETTY CASH PURCHASES**

**Policy:**          The Organization does not permit the use of petty cash.
**Scope:**          This applies to all petty cash transactions.


**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Removal of petty cash use | Oswaldo Diaz, Chief Financial Officer |
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CSH 110 Petty Cash Purchases                                    page 1 of 1
Accounting Policies, Procedures and Forms/

**SOP # CSH 111 Revision: 3**         **Prepared by: Central Office**
**Effective Date: 9/5/17**              **Approved by: BOD**

**Title:**         **CSH 111 CREDIT CARDS AND DEBIT CARDS**

**Policy:**       It is the policy of the Organization to provide credit cards to authorized members of the Organization staff in the performance of their duties and responsibilities. The Organization does not permit the use of debit cards. The use of credit is the same as handling cash; every precaution must be taken to account for all funds, whether Federal, State or otherwise, and the most efficient and effective purchasing procedures as well as internal controls will be implemented to safeguard Organization funds.

**Purpose:**      To be able to use credit cards in a controlled manner that allows for purchases such as travel and where a check and/or purchase order is not accepted.

**Scope:**        This applies to transactions at the discretion of the School Principal, Chief Executive Officer and Chief Financial Officer.

**Definitions:**    <u>Batch</u>.  All of the day's credit card transactions are collected into a "batch" of transactions. The batch is closed, usually at the end of the day, and the result is submitted to the merchant processor as a single "batch".

<u>Settlement</u>. The processor clears the credit card transactions in the batch and the result is "settled" to the designated bank account. Settlement varies by Credit Card organization but usually occurs in 2-3 days after a batch is closed.

<u>Processor</u>. The processor is responsible for authorizing credit card transactions and settling each batch. The processor is also the Organization that one must interface with on all discrepancies or "chargebacks".

<u>**Chargebacks**</u>**. A chargeback occurs when a customer (cardholder) disputes a charge that appears on their monthly credit card statement. If the dispute is unable to be resolved, then the transaction is charged back to the merchant.  The processor charges the merchant and returns the cardholder's money.**

**Responsibilities:**

<u>School Principal </u>is responsible for authorization of credit card transactions up to $10,000 in accordance with the approved budget.

<u>Chief External Officer, Regional Directors and Chief Financial Officer </u>are responsible for authorization of credit card transactions up to $10,000 and over, using documented approval, not to exceed the current limits established by procedure number PUR10 4 Accounts Payable and Cash Disbursements.

<u>Chief Executive Officer and/or designee </u> is responsible for authorization of credit card transactions up $90,000 using documented approval, not to exceed the current limits established by procedure number PUR104 Accounts Payable and Cash Disbursements.

CSH 111 Credit Cards and Debit Cards                page 1 of 6

<u>Accounts Payable Specialist and</u> <u>Back-office provider </u>are responsible for recording the transactions in the accounting records and reconciling credit card receipts to the credit card statements in accordance with CSH 107 Bank Reconciliations.

**Background:** On occasion, the Chief Executive Officer and other senior management may not be in the position to carry a lot of cash or may need to use a credit card for purposes of travel

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arrangements. Under these circumstances and as considered necessary by Organization management, credit card transactions are acceptable.

## Procedure:

**1.1     CREDIT CARDS**

**1.2     <u>Issuance of Corporate Credit Cards</u>**

Corporate credit cards are issued to personnel who travel on Organization business or have a legitimate need to purchase goods and services, either in person or on-line or when a purchase order cannot be approved in time or a purchase order is not accepted by a vendor. These cardholders will be required to sign a statement (CSH 111 Ex1 Use of Credit Cards and Debit Cards Certification) acknowledging that the card shall be used exclusively for legitimate Organization- related business purposes and that the cardholder agrees to take reasonable precautions to protect the card from loss or theft by storing it in a secure location. Upon approval from the credit card company, a card will be issued bearing the names of both the individual and the Organization.

Cardholders, while working with other Organization staff, must plan activities and travel requests with sufficient time in order to avoid the use of credit cards.
Cardholders abusing this privilege may have the card revoked if it is determined that sufficient time was available in order to request and receive approval for a purchase order.

When using the credit card for internet purchases, cardholders should ensure that the site utilizes industry recognized encryption transmission tools.

All corporate credit cards will be issued from the same vendor to enhance the purchasing power of the credit card and to provide for efficient on-going monitoring of all purchases made with the credit card(s).

**1.3     <u>Cardholder Responsibilities</u>**

Every month, each cardholder will be provided with a statement detailing the expenditures that were charged to his/her corporate credit card. The cardholders will submit all receipts for purchases of goods and services to the Finance Department <u>within seven (7) days </u>attached to the debit/credit card monthly statement after making any purchase. All documents will be initialed by the cardholder. In any instance of a missing receipt, payment will be the responsibility of the cardholder.

CSH 111 Credit Cards and Debit Cards                                                                 page 2 of 6

Should the Accounts Payable Specialist identify any inadvertent personal or unauthorized uses of the card, the card statement as well as all backup documentation will be forwarded to the Chief Financial Officer, for review.

The Chief Financial Officer, will discuss with the cardholder any charges of concern and the card member will be required to reimburse the Organization immediately for any such inadvertent personal charges or unauthorized charges.

Excessive inadvertent personal charges will be grounds for revoking credit card privileges. Personal use of corporate credit cards is strictly prohibited. Any personal use will subject the employee to the Organization's disciplinary actions.

Any fraudulent or other unauthorized charges shall be immediately pointed out to the Chief Financial Officer, for further investigation with the credit card provider and at the discretion of the Chief Financial Officer may be required to be reimbursed by the individual cardholder who purchased the unauthorized transaction.

The Organization requires the following review and approval procedures:

•        The cardholder will review the card statement to ensure only their own approved charges are listed on the statement. Any charges not made by the cardholder will be identified and discussed with the Accounts Payable Specialist.
•        The Chief Financial Officer will approve credit card usage by the Principals, and the Chief Executive Officer will approve credit card usage by the Chief Financial Officer, and the Board of Directors Chairperson will approve credit card usage by the Chief Executive Officer.
•        The Accounts Payable Specialist will review all charges on the card statement against all purchase documents submitted by the cardholder.
•        The Chief Financial Officer, will review charges and supporting documentation prior to the monthly card statement being approved and included for payment.

Cardholders shall report the loss or theft of a corporate credit card immediately by notifying the credit card company (24 hours a day, seven days a week) as well as the Chief Financial Officer. In the event of theft of the card, a police report will be filed by the cardholder and a copy of the report will be maintained for insurance purposes.

## 1.4      Revocation of Corporate Credit Cards

Failure to comply with any of these policies associated with the use of the Organization's corporate credit cards shall be subject to possible revocation of credit card privileges. The Chief Financial Officer, with the approval of the Chief Executive Officer or Board Chairperson, shall determine whether credit cards are to be revoked.

SH111 Credit Cards and Debit Cards                                                page 3 of 6
Accounting Policies, Procedures and Forms/

## 1.5      On-going Monitoring of Corporate Credit Cards

The Organization will implement continuous on-going monitoring of the use of corporate credit cards to ensure only authorized expenditures are made with the credit cards. Credit card usage must follow the same criteria as all other purchases; i.e., allowable, reasonable, necessary, and allocable, where required.

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In addition, the Board of Directors may, from time to time, authorize unannounced monitoring of the use of corporate credit cards.

Corporate credit cards will be assigned only to the Chief Executive Officer, Chief External Officer and Principals and all charges to that assigned card will be the responsibility of that employee. Employees authorizing the use of the credit card by other Organization employees, parents or friends, will be subject to disciplinary action.

## 1.6    Employee Personal Credit Cards

With prior approval from the Chief Executive Officer and/or Chief Financial Officer, the Organization employees may incur legitimate Organization business expenses utilizing their personal credit cards for such expenditures. The Organization shall reimburse employees according to Organization reimbursement policy (PUR106 Reimbursements).

## 2.1    DEBIT CARDS

## 2.2         Debit Card Policy

The organization does not permit the use of debit cards.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | **2/13/15** | Revision of credit and debit card limits and controls | Oswaldo Diaz, CFO |
| 2 | **7/21/16** | Revision of credit card limits and controls | Oswaldo Diaz, CFO |
| 3 | 9/5/17 | Revision to clarify processes and positions | |
| 4 | 12/10/2021 | Revision of credit card limits and controls | Serdar Orazov, CFO |
| 5 | 4/7/22 | Revision of credit card limits and controls | Steve Budhraja, CFO |
| 6 | 6/11/2024 | Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either the CEO or their appointed representative has the authority to act." | Steve Budhraja CFO |

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CSH 111 Credit Cards and Debit Cards                                                                page 4 of 6

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# CSH 111 Ex1 USE OF CREDIT CARDS AND DEBIT CARDS CERTIFICATION

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Certification of receipt of the Organization Policy and Procedures on the "Use of Credit and Debit Cards":

I,_____, hereby certify that I have received
(Print name of employee) (Position)
and understand the above-stated policy and procedures and I will comply with those procedures. Failure to comply with the procedures may subject me to disciplinary action as outlined in the Organization Human Resources Policies and Procedures Manual.


//
Signature of Employee                                    Date


//
Chief Executive Officer                                   Date


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CSH 111 Credit Cards and Debit Cards                                    page 5 of 6

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| **SOP # CSH 112 Revision: 2** | **Prepared by: Central Office** |
| **Effective Date:9/5/2017** | **Approved by: BOD** |

## Title: CSH 112 INTRA-ORGANIZATION RECEIVABLES AND PAYABLES (DUE TO/DUE FROM)

**Policy:** To ensure that intra-organization transactions between individual charter schools and the central office are processed correctly

**Purpose:** To outline the practices for intra-organization transactions between individual charter schools and the central office

**Scope:** This applies to all charter schools operated by the Organization.

**Responsibilities:**

Chief Financial Officer is responsible for performing the intra-organization transactions with approval from the Board of Directors.

The Finance Department is responsible for alerting Back-office provider regarding intra-organization transactions. Back-office provider is responsible for recording it into the accounting system, and ensuring accuracy of fiscal year-end balances.

**Background:** Charter schools are highly dependent on government funding to operate. Government cuts and funding deferrals can result in cash shortages for schools. Therefore, the need arises to allocate resources from other schools to cover any shortfall. It is necessary to correctly record transactions between the charter schools and the central office in order to properly determine each school's receivable/liability.

**Procedure:**

**1.1       INTRA-ORGANIZATION TRANSACTIONS**

**1.2**       The Chief Financial Officer, with the support of the Finance Department and Back-office provider, monitors cash balances daily for the charter schools. When a charter school realizes a need for funds, the Chief Financial Officer will assess resource levels for the other schools as well as the central office. If the central office does not have sufficient funds to advance to the charter school requestor, at the discretion of the Chief Financial Officer, the Chief Financial Officer may transfer funds from a charter school with surplus funds into the central office. The Chief Financial Officer may then transfer funds to the charter school requestor from the central office. For policy regarding inter-account bank transfers, refer to **CSH 108 INTER-ACCOUNT BANK TRANSFERS**.

**1.3**       At the end of the fiscal year, each school's receivable or payable account will be reconciled in accordance with **G&A105 PERIOD-END REVIEW & CLOSING**. Once balances are reconciled, an agreement is prepared at the end of the fiscal year between each school and the central office to document the amount owed and repayment terms.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 11/12/15 | Revision of responsibilities | Oswaldo Diaz, CFO |
| 2 | 9/5/2017 | Revision to clarify processes and positions | |
| 3 | 5/9/2019 | Revision to use terminology consistent with FCMAT manual | N. Montijo, CFO |
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CSH 112 Intercompany Receivables and Payables (Due To/Due From)                    page 2 of 2
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**SOP # CSH 113 Revision: 2**                           **Prepared by: Central Office**

**Effective Date:9/5/17**          **Approved by: BOD**

**Title:**          **CSH 113 FINANCIAL RESERVES**

**Policy:**          To ensure each charter school maintains a fund reserve in order to protect itself from unforeseen revenue shortfalls or unexpected expenditures.

**Purpose:**          To describe responsibilities and monitoring procedures over each charter school's fund reserve

**Scope:**          This applies to all charter schools operated by the Organization.

**Responsibilities:**

<u>Back-office provider</u> is responsible for day to day monitoring of charter school cash accounts and ensuring their accuracy.

<u>Chief Financial Officer</u> is responsible for oversight over charter school cash accounts as to ensure that required fund reserve amounts are met.

**Background:** California regulations state that the following reserve amounts must be maintained:

•          Greater of 5% of prior year operational expenditures or $55,000 for districts with 0-300 ADA

•          Greater of 4% of prior year operational expenditures or $55,000 for districts with 301-1,000 ADA

**Procedure:**

**1.1          FUND RESERVE BALANCES**

**1.2**          Back-office provider will monitor the cash balance for each charter school to ensure its accuracy and to be able to project future amounts. This will be accomplished through timely bank reconciliations and regular budget vs. actual comparisons. This process is critical to quickly detect any potential cash shortages so expenditures can be modified or more resources can be requested.

**1.3**          If the required fund reserve amount for a charter school cannot be met, the Chief Financial Officer with the support of Back-office provider will need to determine where cash can be derived from in order to restore the fund balance. This can come from central office funds or from another charter school with surplus funds. See CSH 112 INTERCOMPANY RECEIVABLES AND PAYABLES (DUE TO/DUE FROM) for this procedure.

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**Revision History:**

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| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of back-office provider service processes | Oswaldo Diaz, CFO |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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CSH 113 Financial Reserves                                                                 page 2 of 2
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SOP # PYR101 PAYROLL DESK PROCEDUR Prepared by: Central Office
Effective Date: 3/9/17                                          Approved by: BOD

**Title:**          **PYR 101 PAYROLL DESK PROCEDURE**

**Policy:**          To clearly define responsibilities and procedures in processing the organization's payroll and implementation of the online payroll system in accordance with the generally accepted accounting principles.

**Purpose:**          To outline and list areas of responsibilities for each group involved in the payroll process.

**Scope:**          This applies to all staff of the organization.

**Responsibilities:**

Human Resources is responsible for setup and maintenance of all employee profiles

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payroll.

Back-office service provider is responsible for accurate bookkeeping and analysis of payroll expenses.

**Background:** Personnel Cost is usually 70-75% of the organization's total operating expenses. It is vital that the organization administers the payroll process efficiently and in compliance with education codes and requirements.

PYR 101 PAYROLL DESK PROCEDURES                                          page 1 of 3

## Procedure:

## HUMAN RESOURCES

- Coordinates job postings and complete new hire paperwork, ensures accuracy and completeness of all new hire procedures and collection of paperwork prior to start of work
- Processes termination info and informs Finance Team whenever final checks are needed
- Monitors all credential and other expiration dates
- Ensures accurate employee withholdings/deductions in 3rd party payroll system as agreed to by employee

## EMPLOYEE

- Signs in and out of automated system each day
- Completes employee profile in online payroll system, which generates deductions and provides required information to HR

## PRINCIPAL/SUPERVISOR

- Reviews/approves time and attendance reports and submits to Finance Team to initiate payroll processing
- Enters all supplemental pay in payroll system on or before designated cutoff date
- Submits signed schedule of all approved supplemental pay (i.e. stipends, home visits, Saturday School extra duty) to Finance Team each pay period
- Notifies HR of any new hires, terminations, status or pay changes

## FINANCE TEAM

- Confirms approvals from principals/HR prior to generating payroll
- Runs payroll and generates reports for review
- Reviews each payroll register, verifying:
    - Proper pay rate
    - Hourly staff – number of hours per pay period look reasonable
    - Extra pay/stipends are documented, approved and accurate as to amount and funding source
- Employee retirement deductions are accurate and reasonable
- STRS members have earnings properly treated in paycheck and correct STRS rates are being used
- No OASDI withheld for any STRS members
- Classified staff – PERS members have proper withholdings and OASDI deducted and correct PERS rates are being used

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- Only PERS or STRS creditable earnings are included in deduction calculations and
  - Non-PERS classified staff hours are being tracked and any newly eligible PERS members (>1000 hours in a fiscal year) are added as PERS members

  - Process payroll, prints registers and files all supporting documentation including but not limited to: STRS/PERS contributions, Other Retirement Contributions, Payroll Tax Reports, Health and Welfare deductions and contributions to service providers
  - Processes final paychecks and coordinates with back-office provider for delivery of checks if not processed in-house

## BACK OFFICE

- Process ECR for final paychecks if not processed in-house
- Uploads journal entries to record payroll in general ledger each pay period
- Performs analytical procedures on payroll expenses as part of month-end close process

## Revision History:

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 3/09/17 | Initial Release | Nanie Montijo, CFO |
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**Accounting Policies, Procedures and Forms**

**SOP # PYR 102 Revision:**                                    **Prepared by: Central Office**
**Effective Date: 1/17/19**                                      **Approved by: BOD**

**Title: PYR 102 TIME KEEPING PROCEDURE FOR FEDERALLY FUNDED EMPLOYEES**

**Policy:**

To clearly define responsibilities and timekeeping procedures in tracking specific program cost information.

**Purpose:**

To outline and document timekeeping of a grant, award or program costs MPS uses to track expenditure information to ensure it spends a specific amount for a specific purpose.

**Scope:**

This applies to all staff paid with federal funds.

**Responsibilities:**

Human Resources is responsible for setup and maintenance of all employee profiles on Paycom.

School Principal is responsible for accurate and timely submission of each site's attendance, extra duties and assignments.

Finance Team is responsible for review, generation and approval of all payroll; in addition to maintaining and keeping records of all federally funded employees.

Back-office service provider is responsible for accurate bookkeeping and financial reporting.

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**Procedure:**

Employee Compensation - All amounts paid to an employee for services rendered during the award period. Compensation includes salaries, fringe benefits, stipends, bonuses and payments made under supplemental contracts.

Multiple Cost Objectives Employees - Employees who work on multiple cost objectives such as:

▪ More than one Federal award;
▪ A Federal award and a non-Federal award;
▪ More than one activity within a federal award that is separately tracked by MPS (such as set-asides, earmarks or match/in-kind contributions).

Personnel Activity Report (PAR) - A document certifying the amount of time a multiple cost objective employee spends on each cost objective. The PAR must reflect an after-the- fact distribution of the activities performed; account for the total activity for which the employee is compensated; be prepared bi-weekly and coincide with one or more pay periods; and be signed by the employee.

Semi-Annual Certification - A document certifying a *single cost objective* employee worked solely on *one cost objective*. The certification must be prepared at least every six months and must be signed by the supervisory official having first-hand knowledge of the work performed by the employee.

Periodic Certification
An employee who works in multiple cost objectives on a set schedule (predetermined). The periodic certification must be prepared at least semiannually and cover the entire period of the certification and must signed by the supervisory official.

All employees paid with federal funds must adhere to the following procedures to complete the appropriate time and effort records.

**Determining Cost Objectives**

A cost objective is defined as a federal grant award, or other category of costs MPS uses to track specific cost information. In certain circumstances MPS may track the time employees spend on particular activities *within* a single federal grant in order to demonstrate compliance with federal requirements such as earmarks, set-asides or match/in-kind contributions. When MPS uses employee compensation costs to meet these requirements they are known as —cost objectives. In such a circumstance, an individual grant program may have more than one cost objective.

Determining cost objectives requires a careful reading of the programmatic provisions in the statute providing the funds. Employees should contact the Principal if assistance is needed in determining the cost objectives on which they work.

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**Single Cost Objective Employees -**

An employee who works on a single cost objective must complete a semi-annual certification that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be collected and reviewed at least every six months by the Principal, or his/her designee. Either the employee or a supervisor with first-hand knowledge of the work performed by the employee must sign the semi-annual certification.

A semi-annual certification must:

- ▪Be executed after the work has been completed.
- ▪State that the employee worked solely on activities related to a particular cost objective.
- ▪Identify the cost objective.
- ▪Specify the reporting period;
- ▪Be signed by the employee or a supervisor with first-hand knowledge of the work performed; and dated.

The supervisory official for all single cost objective employees must complete the semi-annual certification attached to these procedures.

If an employee works on a short-term cost objective whose end date does not coincide with the normal December/June collection dates for semi-annual certifications (e.g. a supplemental contract for summer school programs), the employee must obtain a semi-annual certification from the Supervisor after the time period for the work has ended.

All supervisory officials of single cost objective employees with first-hand knowledge of the work performed by the employee must complete and sign the semi-annual certification provided by the Supervisor

Executed semi-annual certifications must be forwarded to the Finance Department

**Multiple Cost Objective**

Employees working on multiple cost objectives must maintain Personnel Activity Reports (PARs) or The Periodic Certification If they have a predetermined schedule. The report indicates the amount of time spent on each cost objective for the period covered by the PAR or equivalent documentation. The PAR must be prepared at least monthly; Periodic Certification must be prepared at least semiannually. The employee must sign the PAR or equivalent documentation. An employee time card can be used in place of a PAR. Timecards will be documented and maintained by the MPS payroll department.

A PAR or equivalent documentation must:

- Be executed after the work has been completed (projections of how an employee is expected to work or position descriptions are not sufficient);
- Account for the total activity for which each employee is compensated, including

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part- time schedules or overtime (total activity means all of the time an employee works, not just the amount of time worked on a federal program);

● Identify the cost objectives;

● Specify the reporting period.

● Be signed by the employee (unlike a semi-annual certification a supervisor's signature alone is not sufficient); and

● Be dated after the fact (when the work has been completed).

At the beginning of each year, Finance Department will distribute blank PARs or Periodic Certification forms to the Principals that are required to complete on a bi-weekly basis throughout the year.

Copies of executed PARs, or approved equivalent documentation, must be forwarded to Finance Department every 2 weeks, Periodic Certification must be forwarded after the time period of work has ended.

**Supplemental Contracts**

As discussed above, time and effort records must account for all of an employee's activities (i.e. 100% of an employee's time). Thus, if an employee works overtime that time must be reflected in the employee's time and effort record. If, however, an employee works in two distinct positions the employee may maintain separate time and effort records for each position.

For example, an employee works as a Title I teacher during the school day (charged to Title I) and a sports coach after school (charged to state or local funds). Assuming the coaching responsibilities are not part of the employee's regular job functions (e.g. the employee has a supplemental contract for the coaching position), the employee may treat each position separately – meaning the employee may complete a semi-annual certification for the teaching position, while no federal time and effort record would be required for the coaching position. In a similar example, an employee works as a Title I teacher during the school day (charged to Title I) and an after-school federally funded teacher. Assuming the after school activities are not part of the employee's regular job functions, the employee may complete a semi-annual certification for Title I teaching position and a separate semi-annual certification for the other supplemental federal program.

**Stipends**

Employees may be provided stipends to participate in activities such as professional development. Employees receiving such stipends for MPS sponsored activities may satisfy time and effort records by signing the sign-in and sign-out sheets provided at the activity.

**Reconciliation**

It is MPS's practice to charge employee compensation costs to federal programs based on

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budget estimates that reasonably approximate how an employee will work during the year. The MPS back office service provider will reconcile payroll charges to the time and effort reflected in employee time and effort records at least quarterly. If any MPS staff or back office service provider staff identifies a variance between how an employee's salary was charged and how the employee actually worked, MPS Finance staff will review and adjust its payroll charges so that the amount charged to federal funds reflects the employee's actual time and effort. MPS will perform the reconciliation quarterly.

**In-Kind Contributions and Matching**

Employees who are paid with non-federal funds that will be used to meet a federal match requirement (also known as in-kind contributions) must comply with the same time and effort reporting requirements as employees who are paid with federal funds. In other words, employees paid with matching funds who work on a single cost objective must complete a semi-annual certification in accordance with the procedures in section b. Employees paid with matching funds who work on multiple cost objectives must complete a personnel activity report in accordance with the procedures in section c.

**Document Retention**

Time and effort records must be maintained for a period of five (5) years.

***TRAINING***

MPS will provide training on this procedure to all staff involved in federal programs such as:

▪ Distribution of federal laws, regulations and guidance
▪ Distribution of MPS policies and procedures
▪ Developing templates, checklists and other guidance documents as appropriate ▪ Internal training sessions
▪ Routine staff meetings and
▪ Informal technical assistance

**Accounting Policies, Procedures and Forms Revision History:**

| Revision | Date | Description of changes | // <br><br> Requested By |
|---|---|---|---|
| 0 | **1/17/19** | Initial Release | Nanie Montijo, CFO |
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**SOP #  INV 101  Revision: 1**                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                         **Approved by: BOD**

**Title:**                **INV 101  FIXED ASSET CONTROL AND LEASES**

**Policy:**          Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting.

**Purpose:**          To outline the procedures for acquiring, disposing and maintaining control of capital assets. This is particularly important for assets purchased with grant program dollars where the grantee may want the equipment returned at the end of the program.

**Scope:**          This procedure applies to all equipment with a value of $500 or more and furniture a value of $5,000 or more.

**Responsibilities:**

School Principals are responsible and accountable for furniture, equipment, machinery and any other assets in their schools. An automated fixed asset tracking system will be implemented for tracking and tagging assets to be inventoried.

**Definitions:**

Capitalized Equipment: All furniture and equipment individually costing $5,000 or more each should be recorded in the fixed assets inventory system and depreciated annually.

Non-Capitalized Equipment:  No equipment costing less than $5,000 each should be depreciated. However, non-capitalized equipment that is motorized, electronic, or computerized should be added to the fixed assets inventory system for fiduciary purposes only so that its existence can be verified during the annual physical inventory process.

Furniture: No furniture items costing less than $5,000 each should be added to the fixed assets inventory system or depreciated

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Procedure:
**1.1      ACQUISITIONS**

**1.2**      All purchases of furniture and equipment as defined above must be tagged and included in the inventory listing.

  See PUR102 for the procurement process to be followed.

**1.3**      Any internally constructed or donated equipment will be reported to the Finance Team if the item cost has a value of $5,000 or more. A complete description of the property, date

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manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

**1.4** To maintain proper segregation and control upon termination of any employees, any employee owned tools, equipment or furniture brought on the Organization premises will be reported to the School Principal. The report should include the employee's name, description of items, identification numbers, if any, and reason for using the asset.

**2.1 DISPOSITIONS**

**2.2** Assets may be sold or traded-in on new equipment. An example INV 103 Ex1 ASSET DISPOSITION form or updating of Excel workbooks is to be completed and approved by the School Principal. Any assets with an original value greater than $10,000 will also require the Chief Financial Officer's approval.

**2.3** Upon approval, the school may advertise the property for sale or submit a list to purchasing for sale and disposition. After completion of the sale, an example INV 103 Ex2 BILL OF SALE provided below will be issued and the ASSET DISPOSITION form will be submitted to Finance Team who will ensure deletion of the item from the asset records and submit paperwork to back-office provider to record any gain or loss on the disposition.

**2.4** Worn-out or obsolete property with no cash value will be reported to the Finance Team on the Asset Disposition form with the description, serial number and condition. The Finance Team will inspect all worn-out of obsolete property before it is removed from the school and discarded. The asset will then be removed from the asset records.

**2.5** Any asset that is missing or has been stolen will be reported in writing to the School Principal and Finance Team as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

Accounting will determine the proper course of action and will notify the company's insurance carrier and any outside authorities if deemed appropriate. If un-recovered, the asset will then be removed from the asset records.

**2.6** Inter-school transfers of assets will be reported to Accounting in writing including the description, serial number and the name of the school to receive the property.

The School Principal to whom the item was assigned originally will be held accountable until accounting is notified of the transfer. After being notified, the School Principal acquiring the property assumes responsibility. Accounting will then record the inter- school transfer on the asset records.

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**3.1 ASSET RECORDS**

**3.2** Upon any asset acquisition, Accounting is responsible for assigning and attaching asset number tags to the property where it can be readily located.

Accounting will then maintain a detailed listing of each fixed asset item which will include the description, date acquired, vendor, cost basis, assigned school and location. On an annual basis, accounting will furnish each school a report showing a listing of assets assigned to that school and any acquisitions, disposals and transfers during the past year. Any discrepancies must be communicated to the Finance Team by June 30th of each year . This report should be filed by the School Principal for reference and later use.

**3.3** A physical count will be taken at each site every two years or as needed.

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**3.4** Each school will be responsible for locating assets with its number tag attached that are recorded as assigned to their school whenever requested by Accounting, a county property tax auditor or the company's external auditors.

**3.5** Whenever a change in School Principal occurs, all items should be accounted for by the outgoing School Principal. The incoming School Principal will accept the responsibility and accountability for the school asset listing upon assuming the position. Accounting can assist with this audit if requested.

## 4.1    LEASED OR OWNED VEHICLES

**4.2** The safety and comfort of MERF employees, parents and Board members is of utmost importance. Therefore, MERF has established a policy whereby vehicles, whether leased or purchased, will be retained for a maximum of 100,000 miles or 8 years, whichever is less. The Finance Team will establish a mileage log to ensure vehicles are properly planned and replaced on schedule.  Any individual that is assigned a vehicle shall be responsible for maintaining the mileage log and working with the Finance Team in complying with the replacement requirements of this policy.

**4.3** A mileage log will be retained for each vehicle and all users will note the beginning and ending mileage for all trips. This log will be provided to the designated driver upon pickup of keys for use of a vehicle. Under no circumstances may an employee retain the keys or mileage log overnight unless on an authorized, extended trip requiring overnight accommodations. All keys will be returned to the administrative office or central kitchen upon completion of the day's authorized trips.

**4.4** The Finance Team will ensure that all vehicles are taken to an authorized vendor for maintenance and service. All vehicles will receive appropriate oil changes on a minimum 5,000 mile schedule. Tires will be rotated at the same time and tires will be replaced after 50,000 miles (or sooner) if believed to be worn beyond prudent safety levels.

**4.5** The Finance Team will submit RFPs to authorized vehicle dealers and service vendors on an annual basis. All vehicles will be serviced by the same designated vendor(s) for this annual contract period. The only exception will be for vehicles, newly purchased or leased, which provide for free maintenance and service as part of its warranty period or any special arrangements made as part of the purchase or lease of the vehicle.

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**4.6** Designated drivers must report any problems or issues identified, upon completion of their daily trip(s), to the Finance Team. A "Vehicle Report" must be completed and submitted to the Finance Team immediately upon return from any trip whereby a problem or issue is suspected or identified./

**4.7** If any driver is involved in an accident, whether with another vehicle or not, the driver must complete an Accident Report form and submit the report form to the Finance Team immediately upon return to MERF. A copy of the report form and instructions for submitting the report and "what to do if involved in an accident" are included in the Exhibits section.

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**5.1**    **LEASES**

**5.2**    Classification of Leases

It is the policy of MERF to classify all leases in which MERF is a lessee as either capital or operating leases. MERF shall utilize the criteria described in Statements of Financial Accounting Standards No. 13 in determining whether a lease is capital or operating in nature. Under those criteria, a lease shall be treated as a capital lease if, at the time of entering into the lease, any of the following factors are present:

1.        The lease transfers ownership to MERF at the end of the lease term;

2.        The lease contains a bargain purchase option;

3.        The lease term is equal to 75% or more of the estimated economic life of the leased property; or

4.        The present value of the minimum lease payments is 90% or more of the fair value of the leased property (using, as the interest rate, the lesser of MERF's incremental borrowing rate or, if known, the lessor's implicit rate).

All leases that do not possess any of the four preceding characteristics shall be treated as operating leases. In addition, all leases that are immaterial in nature shall be accounted for as operating leases.

MERF shall also maintain a control list of all operating and capital leases. This list shall include all relevant lease terms.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 2/14/17 | Revise to clarify process | |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
| 3 | 4/7/22 | Update policies to align with industry standards | Steve Budhraja, CFO |
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**INV 103 Ex1 ASSET DISPOSITION FORM**

Date:_____ Requested By:_____

School:_____

Reasons                    for                    Disposition:_____

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| Description | Serial Number | Date Purchased | Original Cost | Net Book Value | Expected Or Actual Proceeds | Gain or . |
|---|---|---|---|---|---|---|
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Principal:_____Date:_____ Chief

Financial Officer:_____Date:_____

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**SOP #  INV 102 Revision: 1**                          **Prepared by: Central Office**
**Effective Date: 11/12/15**                            **Approved by: BOD**

**Title:**                    **INV 102 FIXED ASSET CAPITALIZATION & DEPRECIATION**

**Policy:**          Asset acquisitions with a useful life expectancy of greater than one year and
with a minimum threshold amount as specified by the Chief Financial Officer should be
capitalized by the Organization and depreciated.

**Purpose:**         The purpose of this procedure is to delineate the capitalization and
depreciation methods for various asset groups.

**Scope:**           All acquisitions of capital assets for the Organization.

**Definitions:**     Capitalization - Capitalization is the method chosen to record the purchase
of a fixed asset on the Organization's accounting books. If an asset is capitalized then it is not
expensed in the same year the asset is purchased. Instead the asset is generally recorded on the
balance sheet and individually on an asset schedule. Examples of capital expenditures are
purchases of land, buildings, machinery, office equipment, leasehold improvements and
vehicles. The asset is expensed each year as depreciation.

Depreciation - is an annual income tax deduction that allows the write- down or write-off of
the cost of the asset over its estimated useful life to recover the cost or other basis of certain
property over the time the property is used. It is an allowance expense for the wear and tear,
age, deterioration, or obsolescence of the property.

As an asset ages and is used by the Organization, its value declines. It, in effect, becomes worth
less and less over time. The declining value or usefulness of the asset over time is represented as
a discount that is applied to the original purchase price. At the end of the asset's depreciation
period, (and/or useful life), its value on the balance sheet will be zero, or fully-depreciated.  At
the same time, the individual depreciation expenses will have all been recorded on the income
statement.

Note: Land is not depreciated because land does not wear out, become obsolete, or get used
up. But, the building on the land is depreciated. Land is generally viewed as an appreciating

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asset while all other capital assets are generally viewed as depreciating over time, with use. But, unlike depreciation, an asset's appreciation is not recorded on the books until the asset is sold, which is when the assets appreciation is realized.

Cost basis – The total amount paid for the asset, in cash or kind, is considered the "cost-basis". This should include all charges relating to the purchase, such as the purchase price, freight charges and installation, if applicable. The cost basis is not the market value or list price of the /

 INV 102 Fixed Asset Capitalization & Depreciation                                                   page 1 of 5
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asset. It is the total amount invested in the purchase or the total amount paid.


**Procedure:**

**1.1      CAPITALIZATION**

**1.2**      All assets with a useful life of greater than one year and costing more than $5,000 will be capitalized and (except for land) will be recorded in the depreciation records.

Bulk computer, software, and other technology purchases with an aggregate value of $5,000 or more are captured as capitalized fixed assets regardless of individual price of item.

In addition, remodeling modifications and replacement costs of integral structural components are only capitalized when such costs incurred exceed $50,000.
Depreciation or amortization is computed on the straight-line basis over the useful lives of the assets.

Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

**1.3**      The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

**1.4**      Leasehold improvements including painting are to be capitalized if they relate to the occupancy of a new office or a major renovation of an existing office or site. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

**1.5**      The cost of buildings should include all expenditures related directly to its acquisition or construction. This cost includes materials, labor and overhead incurred during construction, and fees, such as attorney's and architect's and building permits.
**1.6**      Maintain proper files on the details to all acquisitions, expenditures, and maintenance performed on all assets. These records are vital for proper tax preparation and are used during yearly tax reporting and planning.


**2.1      DEPRECIATION**

**2.2**      The depreciation methods/lives for assets must be selected at the time the asset is first placed into service in order to ensure consistent financial reporting and tax compliance.

The Organization uses the straight-line method of depreciation.

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The following represents a sample of the useful lives that the Organization may use for financial reporting purposes:

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| Asset Class | Examples | Estimated Useful Life in Years |
|---|---|---|
| Land | | N/A |
| Site improvements | Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor | 20 |
| Buildings | | 20 - 50 |
| HVAC systems | Heating, ventilation, and air systems | 10 - 20 |
| Roofing | | 20 |
| Interior construction | Leasehold improvements | 20 - 25 |
| Carpet replacement | | 7 |
| Electrical/plumbing | | 30 |
| Sprinkler/fire System | Fire suppression systems | 25 |
| Outdoor equipment | Playground, radio towers, tanks | 20 |
| Machinery & tools | Shop & maintenance equipment | 3 - 15 |
| Custodial equipment | Floor scrubbers, vacuums, other | 7 - 15 |
| Furniture & accessories | Classroom & other furniture | 10 - 20 |
| Business machines | Fax, duplicating & printing | 3 - 10 |
| Copiers | | 3 - 10 |
| Communication equipment | Mobile, portable radios | 3 - 7 |
| Computer hardware | PCs, printers, network hardware | 3 - 5 |
| Computer software | Instructional, other short-term | 5 to 10 |
| Computer software | Administrative or long-term | 10 to 20 |
| Audio visual equipment | Projectors, cameras (still & digital) | 5 - 10 |
| Athletic equipment | Wrestling mats, weight machines | 7 - 10 |
| Library books | Collections | 5 to 7 |
| Licensed vehicles | Buses, other on-road vehicles | 5 to 10 |

2.3     The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

2.4     Regardless of the depreciation rate required an Organization can elect to use a different method for financial statement purposes. Such method should be justified based on the expected useful life of the asset.

2.5     Depreciation will be recorded in the accounting system at the end of the fiscal year.

**Revision History:**

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| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 11/12/15 | Revision of capitalization policy relating to technology aggregate purchases | Oswaldo Diaz, CFO |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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Depreciation

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SOP # IVT101    Revisions: 0

Effective Date:  6/14/17                                           **Prepared by: Central Office Approved by: BOD**

**Title:**                **IVT101 INVESTMENTS**

**Policy:**          This policy establishes procedures to govern the investment of funds held by Magnolia Public Schools ("MPS" or the "Charter School"). This policy is based upon federal, state and local laws and regulations, and prudent money practices. To the extent that this policy conflicts with state or federal law, the applicable law shall prevail.

**Purpose:**          MPS' primary investment objective shall be to maintain the safety and liquidity of its funds. Safety of principal is the foremost objective of MPS. The primary objectives of MPS investment activities shall be, in order of priority:

1.                **Safety**. The safety of principal is the foremost objective of MPS's investment program. MPS's investments shall be undertaken in a manner that shall preserve MPS's capital.

2.                **Liquidity**. MPS's secondary objective shall be to meet its liquidity needs. The investment portfolio shall maintain sufficient liquidity to enable MPS to meet necessary cash flow and operating requirements which might be reasonably anticipated.

3.                **Yield**. The investment portfolio shall be designed with the objective of attaining a market rate of return over the course of budgetary and economic cycles, taking into account the investment risk, constraints and the cash flow characteristics of the portfolio.

4.                **Maintaining the Public's Trust**. The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence while conforming to all applicable statutes and regulations governing the investment of public funds.

5.                **Mitigating Credit Risk and Market Risk.**  Credit risk shall be mitigated by diversifying the fund among issues and issuers so that the failure of any one issue or issuer would not result in a significant loss of income or principal to participants.  Because longer-term securities generally have greater market risk than shorter-term securities, market risk will be mitigated by establishing a maximum weighted average maturity or duration for the portfolio.  Occasional market losses on individual securities are inevitable with active portfolio management and must be considered within the context of the overall investment return.

**Scope:**          It is recommended that MPS mirror the intent of California Education Code Section 41015, and invest all or part of funds deposited in a Special Reserve Fund, or any surplus monies not required for the immediate necessities of MPS in any of the investments specified in California Government Code Sections 16430 or 53601. Special Reserve Funds are hereby defined as those funds, which the Board has designated for capital outlay, or other purposes, where an accumulation over a period of fiscal years is desired.

MPS shall make investments following the guidelines of the Uniform Prudent Investor Act. (Probate Code Section 16045, *et seq.*)

This Policy covers all funds and investment activities under the direct authority of MPS. The proceeds

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obtained from the issuance of bonds shall be invested in accordance with the applicable bond documents. If the bond documents are silent as to the investment of the proceeds, the bond proceeds will be invested in the securities permitted by this Policy.

COMPLIANCE WITH STATE AND FEDERAL SECURITIES LAWS

MPS will take reasonable steps to ensure that any debt offering issued by MPS complies fully with all applicable state and federal securities laws. In connection with all debt offerings issued by MPS, MPS will retain bond counsel and disclosure counsel to review the offering materials prepared in
connection with the debt offering to ensure that disclosures contained in offering materials comply with federal and state securities laws. MPS has implemented procedures to ensure MPS maintains compliance with
continuing disclosure requirements. The Chief Executive Officer shall be responsible for reviewing the offering materials regarding the accuracy of information disclosed in such materials.

CHANGES TO INVESTMENT POLICY

This Policy will be reviewed, as needed, to ensure its consistency with the objectives of income, growth and safety, and changes in applicable laws and financial trends. Any proposed amendments to the Investment Policy will require approval by the MPS Board of Directors. This Policy and modifications to it must be approved by the Board of Directors at a public meeting.

COMPLIANCE WITH INVESTMENT POLICY

All outside investment advisors/managers, attorneys and other financial professionals employed or retained by MPS and/or its representatives, including without limitation financial advisors, underwriters, bond counsel, and disclosure counsel, must review this policy and confirm that they have reviewed this Investment Policy and will fully comply with these policies.

## Responsibilities:

DELEGATION OF AUTHORITY

Management responsibility for the investment program is hereby delegated by the Board of Directors to the CEO and the Oversight Committee, as deemed appropriate or necessary, who shall thereafter assume full responsibility for those transactions until the delegation of authority is revoked. The Board of Directors may review and renew the delegation of authority each year. The CEO may delegate the day-to-day operations of investing to his/her designee(s) but not the responsibility for the overall investment program. The CEO and/or his/her designee(s) shall make all investment decisions and transactions in strict accordance with state law and with this Policy.

If authorized by the Board of Directors, the CEO and Oversight Committee may utilize an external investment advisor to assist with investment decision-making and trade execution authority. The investment advisor shall be under the supervision of the approved Oversight Committee and shall follow this Policy and such other written instructions as are provided.

The CEO, his/her designee(s) and/or Oversight Committee, acting in accordance with written procedures and policies and exercising due diligence, shall be relieved of personal liability for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and appropriate action is taken to control adverse developments.

The Board of Directors shall ensure that its fiduciary responsibilities concerning the proper management

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of MPS' funds are fulfilled through appropriate investment structure, internal and external management, consistent with all policies and procedures. Based on the advice and recommendations of the CEO and Oversight Committee.

The CEO and Oversight Committee are not held liable for less than desirable outcomes, rather, they are responsible only for adherence to procedure and processes. The CEO and Oversight Committee is responsible for the development, recommendations, implementation and maintenance of all investment policies.

## Procedure:

INTERNAL CONTROLS

The CEO and Oversight Committee shall establish a system of written internal controls to regulate MPS's investment activities, including the activities of any subordinate officials acting on behalf of MPS. Procedures should include references to individuals authorized to execute transactions or transfers, safeguard agreements, (including repurchase agreements, wire transfer agreements, collateral/depository agreements), and banking services contracts, as appropriate. As part of the annual audit, MPS's external auditor will perform a review of investment transactions to verify compliance with policies and procedures. The Oversight Committee will sign off on internal control procedures as appropriate.

The controls shall be designed to prevent loss of public funds due to fraud, employee error, and misrepresentation by third parties, unanticipated market changes or imprudent actions by employees of the Charter School. The Charter School shall seek to maintain a debt burden factor of 1 - 2% of the Charter School's unrestricted general fund revenues.

AUTHORTIZED FINANCIAL INSTITUTIONS AND DEALERS

It shall be MPS' policy to purchase securities only from authorized institutions and firms. The CEO and Oversight Committee shall maintain a list of authorized broker/dealers and financial institutions that are approved for investment purposes. MPS shall use at least one authorized broker/dealer to advise MPS on investments.

No deposit of public funds shall be made except in a qualified public depository as established by state laws. If an external investment advisor is authorized to conduct investment transactions on behalf of MPS, the investment advisor may use its own list of approved broker/dealers and financial institutions for investment purposes consistent with MPS' policies and existing laws.

For broker/dealers of government securities and other investments, MPS shall select only broker/dealers who are licensed and in good standing with the California Department of Securities, the Securities and Exchange Commission, the Financial Industry Regulatory Authority and/or other applicable self-regulatory organizations. Any permitted investment shall be purchased either from a "primary" or regional broker/dealer qualifying under SEC Rule 15c3-1 (uniform net capital rule) or a "well capitalized" financial institution, as defined in Title 12 of the Code of Federal Regulations ("CFR") Part 6.4.

Before engaging in investment transactions with a broker/dealer, the CEO and Oversight Committee shall have received from said firm a signed Certification Form. This form shall attest that the individual responsible for MPS's account has reviewed MPS's Investment Policy and that the firm understands the policy and intends to present investment recommendations and transactions to MPS that are appropriate under the terms and conditions of this Investment Policy. Any broker, brokerage, dealer or securities firm that has made a contribution to the Charter School, any member of the Board of Directors, or any

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candidate for those offices is ineligible for selection by the Charter School.

AUTHORIZED AND SUITABLE INVESTMENTS

In making any decision relative to the investment of funds, each of the following factors must be considered, and properly documented:

1. General economic conditions,
2. Expected tax consequences, if any, of investment decisions or strategies,
3. Expected total return from the income and appreciation of investments,
4. Other resources of the organization,
5. The needs of the organization and the fund to make distributions and preserve capital.

INVESTMENT TYPE DESCRIPTIONS

Investments not specifically listed below are prohibited. Consistent with the requirements of law and this Investment Policy, the Charter School may place orders for the execution of transactions with or through such broker/dealers, banks or counterparties as may be selected from time to time. All securities must be U.S. dollar denominated. To the extent consistent with the objectives stated above, the investment restrictions outlined below, and the investment limitations specified herein, the Charter School may invest in the following areas.

**State and Local Agencies**. Registered treasury notes or bonds of this or any of the other forty- nine United States, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by a state or by a department, Board of Directors, agency, or authority of this state or any of the other forty-nine United States.

Bonds, notes, warrants, or other evidences of indebtedness of any local agency within this state (including MPS), including bonds payable solely out of the revenues from a revenue- producing property owned, controlled, or operated by the local agency, or by a department, Board of Directors, agency, or authority of the local agency.

**United States Treasury Issues**. United States Treasury notes, bonds, bills, or certificates of indebtedness, or those for which the faith and credit of the United States are pledged for the payment of principal and interest.

**U.S. Agencies (Federal Agency Obligations)**. Federal Agency or United States government- sponsored enterprise obligations, participations, or other instruments, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government- sponsored enterprises.

**Supranational.** Supranational organizations are international financial institutions that are generally established by agreements among nations, with member nations contributing capital and participating in management. Supranational bonds finance economic and infrastructure development and support environmental protection, poverty reduction, and renewable energy around the globe. MPS may purchase the United States dollar denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development, International Finance Corporation, or Inter- American Development Bank.

**Bankers' Acceptances**. Bankers' acceptances otherwise known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers' acceptances may not exceed 180

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days maturity. Eligible bankers' acceptances are restricted to issuing financial institutions with short-term debt rating of at least "A-1," or its equivalent, by a nationally recognized statistical rating organization (NRSRO) or a long-term rating of not less than "A" from a NRSRO.

**Commercial Paper.** Commercial paper rated the highest ranking or of the highest letter and number rating as provided for by a NRSRO. Eligible commercial paper shall be of 'prime' quality of the highest ranking. The commercial paper shall not exceed 270 days maturity. The entity that issues the commercial paper shall meet all of the following conditions in either paragraph (a) or paragraph (b):

a) Has total assets in excess of five hundred million dollars ($500,000,000), is organized and operating within the United States as a general corporation, and has debt other than commercial paper, if any, that is rated "A" or higher by a NRSRO.
b) Is organized in the United States as a special purpose corporation, trust, or limited liability company, has program-wide credit enhancements including, but not limited to overcollateralization, letters of credit or a surety bond, has commercial paper that is rated "A-1" or higher, or the equivalent, by a NRSRO.

Split ratings (i.e. A2/P1) are not allowed.

**Placement Service Deposit**. Deposits placed through a deposit placement service shall meet the requirements under Government Code Section 53601.8. The full amount of the principal and the interest that may be accrued during the maximum term of each deposit shall at all times be insured by federal deposit insurance.

**Negotiable Certificates of Deposit**. Negotiable certificates of deposit (NCDs) issued by a nationally or state-chartered bank, a savings association or a federal association, a state or federal credit union, or by a federally licensed or state-licensed branch of a foreign bank. Purchases are limited to institutions which have long-term debt rated at least in the "A" category, or its equivalent, by a NRSRO, and/or have short-term debt rated at least "A-1," or its equivalent, by a NRSRO. NCDs may not exceed 5 years in maturity. In combination with placement service CDs, a maximum of 30 percent of the portfolio may be invested in this category. The amount invested in NCDs with any one financial institution in combination with any other securities from that financial institution shall not exceed ten percent of the portfolio. Quarterly, the Charter School will monitor custodial credit risk and report the outcome to the Board of Directors. All deposits are to be in FDIC insured institutions and will be reviewed as to the nature and extent of its present compliance with regulations, federal regulatory requirements, profitability/loss trend, liquidity and capital ratios.

**Repurchase Agreements.** Investments in repurchase agreements for the purpose of this Investment Policy Statement (as defined by section 53601(j) of the California Government Code) means a purchase of securities by the Charter School pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the Charter School by book entry, physical delivery, or by third party custodial agreement. Repurchase agreements are to be used as short-term investments not to exceed one year. The following collateral restrictions will be observed: Only United States Treasury securities or Federal Agency securities will be acceptable collateral. All securities underlying repurchase agreements must be delivered to MPS's custodian bank or be handled under a properly executed tri-party repurchase agreement. The total market value of all collateral for each repurchase agreement must equal or exceed 102% of the total dollar value of the money invested by MPS for the term of the investment.

Repurchase agreements are required to be collateralized by securities or cash authorized under California Government Code Section 53601(j)(2). Collateral will be held by an independent third party with whom the Charter School has a current custodial agreement. A clearly marked evidence of ownership (safekeeping/custody receipt) must be supplied to the Charter School and retained. The Charter School retains the right to substitute or

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grant substitutions of collateral. Investments in repurchase agreements may be collateralized by any securities authorized within this section. Agreements are subject to California Government Code Section 53601 and must comply with the delivery requirements and the maturity provision from Section 53601.

**Medium-Term Notes**. Medium-term notes defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States. Purchases are limited to securities rated at least in the "A" category, or its equivalent, by a NRSRO.

**Money Market Funds.** Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission that invests solely in U.S. Treasuries and Federal Agency obligations and repurchase agreements relating to such obligations

**Mutual Funds**. Shares of beneficial interest issued by diversified management companies that invest solely in securities and obligations authorized by this policy. The company shall have met either of the following criteria: (A) Attained the highest ranking or the highest letter and numerical rating provided by not less than two NRSROs, (B) Retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than 5 years of experience managing money market mutual funds with assets under management in excess of five hundred million dollars ($500,000,000).

**Local Government Investment Pools Joint Powers Authority (LGIP JPA.)** Shares of beneficial interest issued by a joint powers authority organized pursuant to Government Code Section 6509.7. To be eligible for purchase, the pool must meet the requirements of California Government Code Section 53601(p), the pool must seek to maintain a stable Net Asset Value ("NAV"), and the pool must be rated at least "AAA," or its equivalent, by a NRSRO.

**Mortgage- and Asset-Backed Securities.** Any mortgage pass-through security, collateralized mortgage obligation, mortgage-backed or other pay-through bond, equipment lease-backed certificate, consumer receivable pass-through certificate, or consumer receivable-backed bond of a maximum of five years' maturity. Securities eligible for investment under this subdivision shall be issued by an issuer having at least an "A" rating, or its equivalent, for the issuer's debt as provided by a NRSRO and rated at least "AA", or its equivalent, by a NRSRO.

SAFEKEEPING AND CUSTODY

All deliverable security transactions entered into by MPS shall be conducted on a delivery- versus-payment (DVP) basis. To protect against potential losses by collapse of individual securities dealers, and to enhance access to securities, interest payments and maturity proceeds, all securities owned by MPS shall be held in safekeeping by a third party bank trust department, acting as agent for MPS under the terms of a custody agreement executed by the bank and by MPS. The only exception to the foregoing shall be depository accounts and securities purchases made with: (i) LAIF and government investment pools and, (ii) money market funds, since the purchased investments are not deliverable. Evidence of each these investments will be held by MPS.

## MAXIMUM MATURITIES

The CEO and Oversight Committee shall maintain a system to monitor and forecast revenues and expenditures so that funds can be invested to the fullest extent possible. Maturities of investments will be selected to provide necessary liquidity, manage interest rate risk, and optimize earnings. Because of

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inherent difficulties in accurately forecasting cash flow requirements, a portion of the portfolio should be continuously invested in readily available funds.

The maximum maturity of individual investments shall not exceed the limits set forth in the Authorized and Suitable Investments section. If the section does not specify a maturity limit, no investment shall have a remaining maturity in excess of five years from the date of purchase unless MPS has granted its express authority to make that investment either specifically or as a part of an investment program no less than three months prior to the investment.

INVESTMENT RESTRICTIONS

**Credit Ratings**

Credit ratings will be applied at the time of purchase of a security. A subsequent downgrade in a security's credit rating will not constitute a violation of the Investment Policy. Securities which are downgraded below the minimum acceptable rating levels must be reviewed for possible sale within a reasonable amount of time.

U.S. Government obligations are exempt from the credit rating requirements listed below.

The credit ratings referred to below must be assigned by one of the following NRSROs: Standard & Poor's Corporation ("S&P"), Moody's Investors Service, Inc. ("Moody's"), and Fitch Ratings ("Fitch").

**a)** Short-term debt ratings – (two of the following and not less than the following) "A-1" or "SP-1" (S&P); "P-1" or "MIG 1/VMIG 1 (Moody's); or "F1" (Fitch) Ratings.

Split ratings are not allowed, i.e. A-1/P-1/F2 or similar. An issuer of short-term debt must have no less than an "A" rating on long-term debt.

**b)** Long-term debt ratings – Investments purchased with remaining maturities of 397 days or less- shall be rated by at least two NRSROs and have obtained no less than an "A" rating by any.

Investments purchased with remaining maturities longer than 397 days– shall be rated by at least two NRSROs and have obtained no less than an "AA" rating by any. If an issuer of long-term debt has a short-term rating, then it may not be less than A-1/SP-1 or P-1/MIG1 or F1.

**c)** Repurchase Agreement counterparties shall have a minimum short-term rating, or counterparty rating, of no less than A-1 or equivalent by two NRSROs and have capital of not less than $500 million.

**d)** Any issuer that has been placed on "Credit Watch-Negative" by a NRSRO will be removed from our approved list unless the following criteria are met: The issuer has (a) an A-1+ or F1+ short-term rating; or (b) at least an AA or Aa2 long- term rating.

DIVERSIFICATION AND MATURITY RESTRICTIONS

It is the policy of the Charter School to diversify its funds. Investments are diversified to minimize the risk of loss resulting in over concentration of assets in a specific maturity, specific issuer, or a specific class of securities. Diversification strategies shall be established by the Charter School and periodically reviewed.

**1.    Authorized Investments**

The following diversification limits will be applied at the time of purchase of a security.

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| Type of Investment | Cal. Gov. Code % of Funds Permitted | Cal Gov. Code Maximum Final Maturity |
|---|---|---|
| U.S. Treasury Securities | 100% | 5 Years |
| U.S. Government Agency Securities | 100% | 5 Years |
| Municipal Debt | 100% | 5 Years |
| Medium-Term Notes | 30% | 5 Years |
| Bankers Acceptances | 40%, 30% of a single issuer | 180 Days |
| Commercial Paper | 40%, 10% of a single issuer | 270 Days |
| Negotiable Certificates of Deposits | 30% | 5 Years |
| Repurchase Agreements | 100% | 1 Year |
| Mutual Funds | 20%, 10% in a single fund | N/A |
| Investment Pools | 100% | N/A |

**2.      Maturity**

The maximum maturity of any investment purchased will be five years with the exception of investments authorized by the Board of Directors to be invested in longer than five year maturities.  For purposes of calculating final maturity, the earlier of final maturity date or mandatory put or tender option date will be used.

PROHIBITED TRANSACTIONS

At the time of purchase, all permitted investments shall conform in all respects with this Investment Policy, as may be amended from time to time.  No investment prohibited by California Government Code shall be permitted herein.

Any investment transactions, credit risk criterion, percentage limitations or market valuation that are not in compliance with this Investment Policy and cannot be corrected without penalty at time of purchase must be documented and approved by the Charter School in writing as soon as possible.  Thereafter, action shall be taken by the Charter School to correct such matter as soon as practical. If a percentage restriction is adhered to at the time of purchase, a later increase or decrease in percentage resulting from a change in values or assets will not constitute a violation of that restriction.

The following transactions are prohibited:

a)                                                                                                                                 B
orrowing for investment purposes ("Leverage").

b)        Reverse Repurchase Agreements, as defined by California Government Code Section 53601(j)(3) and

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(j)(4) or otherwise.

c)        Structured Notes (e.g. inverse floaters, leveraged floaters, structured certificates of deposit, equity-linked securities, event-linked securities).  This includes all floating- rate, adjustable-rate or variable-rate securities in which a change in interest rates or other variables that can reasonably be foreseen to occur during their term would result in their market value not returning to par at the time of each interest rate adjustment.

Simple "floating rate notes," whose periodic coupon adjustment is based on a short- term (one-year or less) rate index (such as Treasury bills, federal funds, prime rate or LIBOR) and which have a reasonable expectation of maintaining a value of par at each interest rate adjustment through final maturity, are exempt from this definition. Additionally, U.S. Treasury and Agency zero coupon bonds, U.S. Treasury and Agency strips, Resolution Funding Corporation ("REFCORP") strips or other callable securities which otherwise meet the quality, maturity and percent limitations assigned to their respective security category, are exempt from this section.

d)        Structured Investment Vehicles ("SIV").

e)                                                                                                                                    D erivatives (e.g. options, futures, swaps, swap options, spreads, straddles, caps, floors, collars) shall be prohibited.

ETHICS AND CONFLICT OF INTEREST

The Charter School and all persons involved in the investment process shall refrain from personal business activity which could create a conflict with proper execution of the investment program, or which could impair the ability to execute impartial investment decisions.  The Charter School and all treasury and investment personnel shall disclose to the Board of Directors any material  financial  interests  in  financial  institutions, broker  dealers  and vendors ("outside entities") and shall disclose any material financial investment positions in such outside entities.

PERFORMANCE STANDARDS

The investment portfolio shall be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles, commensurate with the investment risk constraints and the cash flow needs, but focusing on preservation of capital and then liquidity as the most important objectives, with yield as the least important objective.

The Charter School's investment strategy is to actively manage the portfolios to create less risk than a benchmark comparable index and to use economies of scale to invest and administer the program at a reasonable cost.  Given this strategy, the basis used by the Charter School to determine whether market yields are being achieved shall be the indices most comparable to the fund, such as money rate data published in Barron's, The Wall Street Journal, Bloomberg, etc. or other bond fund indices.  The standards enumerated herein do not constitute a guarantee of the fund's performance.

## Revision History:

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
|  | 3/09/17 | Initial Release |  |
|  | 6/14/17 | Legal review and revision |  |
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|---|---|
| **SOP # REV101 Revision: 2** | **Prepared by: Central Office** |
| **Effective Date: 9/5/17** | **Approved by: BOD** |

**Title:**          **REV101 SALES RECEIPT PROCESSING**

**Policy:**          To ensure the most accurate process for billing for services, sales receipts will be properly evaluated and approved prior to entry into the accounting system.

**Purpose:**          This procedure outlines the activities and responsibilities involved in verifying the acceptability of all sales receipts.

**Scope:**          These procedures are to be followed for all sales receipts.

**Responsibilities:**

Back-office provider approves sales receipt documentation.

**Procedure:**

**1.1**          **DOCUMENT VERIFICATION**

**1.2**          Sales Receipts are often used for Parenting Fees and other similar fees. Verify that all of the correct documents have been used and are present to support the sales receipt transaction. The following documents are required to complete the Sales Receipt transaction:

•          Document identifying what the money collected is for

•          Approval or authorized signature for the course

•          Customer, parent, or other correspondence or support documentation, etc

•          Complete the Back-office provider Deposit Log

**1.3**          Verify that all required information is available to complete the sales receipt.

**1.4**          Review the customer's Accounts Receivable aging and determine that the customer is current with their payments and that the new sales receipt will not affect their balance.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of back-office provider service provider process | Oswaldo Diaz, CFO |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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**SOP # REV102 Revision: 2**        **Prepared by: Central Office**
**Effective Date: 9/5/17**        **Approved by: BOD**

**Title:**        **REV102 INVOICING, ACCOUNTS RECEIVABLE, RECEIVABLE ACCRUALS**

**Policy:**        The Finance Department is responsible for the timely preparation and distribution of invoices to optimize cash flow and customer payments. The Finance Department with the support of Back-office provider will also maintain accurate records over Accounts Receivables and Accruals and abide by proper internal controls.

**Purpose:**        To explain the methods for the preparation of invoices, accounts receivable, and receivable accruals records processing.

**Scope:**        This procedure applies to all revenue earned and services provided by the company.

**Procedure:**

**1.1**      **SALES RECEIPT REVIEW**

**1.2**      A formal invoice is not always applicable such as when service fees are collected for items such as Parenting.

**1.3**      The SALES RECEIPT should contain all pertinent billing information as part of the company's sales receipt procedure. However, as part of proper internal control, Billing will verify the information contained on the customer's sales receipt documentation.

As part of this review process, the propriety and accuracy of contact information, prices, description of services, extensions and footings will be determined.

**2.1**      **INVOICE PREPARATION AND POSTING**

**2.2**      The next sequentially numbered Invoice (see example REV102 Ex1 INVOICE) will be prepared from the information from the Federal, State, or Local Grant or Contract Language including all reimbursable costs and will include the invoice date, service item, description of services or billing information, quantity, rate, class or program code, price and extended amounts and the customer's billing addresses.

**2.3**      Post the invoice by saving the transaction.

**3.1**      **DISTRIBUTION**

**3.2**      Send one copy of the invoice to the customer and retain a second copy of the invoice in the customer file.

**4.1**      **ACCOUNTS RECEIVABLE**

**4.2**      Accounts Receivable will receive and process payments from customers in accordance with the CASH RECEIPTS procedure.

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**6.1** On a monthly basis, Accounts Receivable will generate an aged trial balance of customers' accounts with individual invoice information and days outstanding and will forward to Finance Manager and Chief Financial Officer for their follow up on any aged invoices.

**6.2** Accounts Receivable will generate monthly statements of outstanding customers' accounts and issue them to customers no later than 10 days after each month end.

**6.3** Accounts Receivable will issue Credit Memos to customers upon receipt of approved changes in the terms.

**5.1** **RECEIVABLE ACCRUALS**

**5.2** Monthly receivable accruals are at the discretion of the Chief Financial Officer and the Finance Manager when those amounts are reasonably known and quantifiable. Fiscal year end receivable accruals are required to be quantified and recorded no later than August 15th.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of back office service provider | Oswald Diaz, CFO |
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REV102 Invoicing, Accounts Receivable, Receivable Accruals                               page 2 of 6
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## REV102 Ex1 INVOICE

**INVOICE NO.** _____

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CUSTOMER:

| Item | Description | Qty | Rate | Class | Amount |
|------|-------------|-----|------|-------|--------|

**Total**

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# REV102 Ex 2 ACCOUNTS RECEIVABLE WRITE-OFF AUTHORIZATION

Customer:                                                                          Date:

**Invoice No's:**                                                       **Amount of Write-Off**

/

TOTAL                                                                              $
/

**JUSTIFICATION**

Summary of Collection Actions To Date:
(Include brief description of collection actions taken by accounting, other Company departments and outside collection agency or legal, if applicable)

Approvals:

Credit Manager:_____                Date:_____

Controller:_____                Date:_____
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**SOP # REV103 Revision: 2**                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                        **Approved by: BOD**

**Title:**          **REV103 PROJECT(Grant/Contract) REVENUE: PROGRESS BILLING**

**Policy:**          Progress billings will be made to clients on a timely basis throughout the life of the project. Projects are typically considered Federal, State, and Local Grant contracts. These billings will be accurate and easily understood by both parties involved.

**Purpose:**          The purpose for creating progress billings is to obtain payment for the portion of labor and materials, i.e. "reimbursed costs" used up to a certain point in time and before the project is fully completed. This improves the cash flow typical of long-term projects or assignments. This procedure applies to all Federal, State, and Local Grants and Contracts, Service agreements or Projects provided by the Organization.

**Scope:**          This procedure applies to all service agreements or projects provided by the Organization.

**Responsibilities:**

The Finance Department is responsible for the confirmation of all final program amounts and is responsible for knowing the correct procedures to be followed for each contract.

**Procedure:**

**1.1          CONTRACT TYPES**

**1.2**          Reimbursement for Services. Progress billing for Reimbursement for Services contracts requires Finance teams to be up to date and monitor the services being provided according to the terms of each contract. The Finance team will enter into the reimbursement request the allowable costs that may be billed according to the contract. From time to time and at the end of the contract, the Chief Financial Officer reviews the billings of the contract and ensures that all available opportunities to recover reimbursable costs have been considered.

**1.3**          Set Contracts. Set contracts such as with the individual charter schools involve reimbursement for costs such as building rental and an allowance for the amount of apportionment attendance earned. Although the contract is set by terms of the contract, since student attendance can vary, the invoicing for these types of contracts is the same amount throughout the fiscal year and reconciled at the end of the year to account for the final attendance counts.

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REV103 Project (Grant/Contract) Revenue: Progress Billing                    page 1 of 2
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**2.1          BREAKDOWN OF CONTRACT AMOUNT**

**2.2**          The Finance Department with the support of Back-office provider is responsible for

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the final reconciliation of all grant and other contracts at the end of the year by reviewing final billings prepared by the Finance team and/or the School Principal. Normally, the contractual agreement will specify the procedures for payment and may also specify the form of the breakdown of contract amount that is required. Care should be taken to be sure that all costs, services, and fees are fully billed and accounted for in each contract.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | **11/12/15** | Inclusion of back-office provider and revision of responsibilities. | Oswaldo Diaz, CFO |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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**SOP # REV104 Revision: 1**                              **Prepared by: Central Office**

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**Effective Date: 9/5/17**                                          **Approved by: BOD**

**Title:**              **REV104 ACCOUNT COLLECTIONS**

**Policy:**              All open accounts receivable with late or delinquent payment activity will be handled in a timely and effective manner to ensure maximum collections and an optimum accounts receivable turnover ratio.

**Purpose:**              To provide the actions and methods for processing late or delinquent payments.

**Scope:**              This procedure applies to the Accounts Receivable Department involved with collection of past due accounts receivable. The Finance team and the Chief Financial Officer may be involved in reference special arrangements.

**Responsibilities:**

The Finance team reviews all records for a customer to determine a possible explanation for non-payment prior to commencing the collection process.

**Definition:**              Bad Debt consists of unpaid accounts receivable invoices that are considered to be uncollectible.

Debt collector is any person who regularly collects debts owed to others. This includes attorneys who collect debts on a regular basis.

**Procedure:**

**1.1**              **COLLECTION PROCESS**

**1.2**              No matter how careful customers are screened prior to credit approval, slow pay or delinquent accounts will occur from time to time. Once an account becomes past due by even a few days, the collection process should commence immediately. Studies have shown that the sooner the collection process starts then the more likely that the debt will be collected.

**1.3**              Prior to commencing the collection process, the following should be reviewed by the assigned Finance team:

•              Verify that after the Invoice was immediately sent out for all billings to the customer and sent to the correct billing address.

•              Make certain that the Organization has not received the customer's payment or applied it to the wrong account. These seem obvious, but it can avoid an uncomfortable situation in wrongly accusing the customer of delinquent payments.

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•      Review the customer's past payment activity. Determine if they are chronically late and what their response has been to any other overdue notices to determine payment patterns or trends.

**1.4**      Upon review of the above, the Accounts Receivable Representative should then proceed with the collection process by completing an REV104 Ex1 ACCOUNT COLLECTION CONTROL Form. This form will assist in planning and tracking the collection effort. Depending on the amount and the customer situation, the representative can choose to follow-up with collection letters, telephone calls or both.

Record all actions taken (late payment notice, telephone call, etc.) with a date on an ACCOUNT COLLECTION CONTROL Form filed in the customer folder. All customer agreements and explanations should be noted. If payment has not reached the Organization by the expected date, <u>immediate </u>follow-up action should be taken with another collection call or letter. The longer an overdue account is ignored, the longer the customer will ignore it, too.

**1.5**      Telephone communication will often speed up the collection process. Credit representatives, when speaking with a delinquent account, should observe a few tips or principles.

•      Identify yourself and the Organization and state the reason for calling. Be direct and use a controlled, confident voice. Concentrate on listening to the customer and don't rush through the call.

•      Get the Facts - The most powerful tool is knowledge. During the phone conversation, try to gain as much insight into the situation as possible. Remember, the goals and objectives are to:

Collect the money!

Identify reasons for non-payment

Settle on an agreement for clearing the debt, including special payment plans and exact dates when a check will be sent.

•      Never argue, accuse or be condescending - Verbally fighting or talking down to the customer will only serve to produce negative feelings and may hamper the collection effort. The ultimate purpose is to secure payment, and this is best accomplished without becoming defensive or irritated.

•      There are several common objections, complaints and excuses used to elude payment. Study the following examples to learn the most effective responses to the most frequently used ploys.

"**I didn't get the invoice**." - Respond by verifying the debtor's name and address, and then review the account information with them.

"**The check is in the mail**." - Extend your thanks, then ask for a check number, amount, date posted and address to which it was mailed.

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**"Your payment is being processed**." - Ask when the payment will be ready for the mail. Determine the process that the payment undergoes after it leaves your contact's desk.

**"I need proof of delivery**." - Give the customer the name of the person who signed the delivery slip.

**"The computer is down**." - When do you expect it to be up?  Can we get a manual payment?

**"I'll pay you when we get paid**." - Respond calmly, but make a direct request for payment, such as When can I expect payment?"

**"I have no money**" - Create a payment plan. Be flexible and consider alternatives offered by the customer. Work toward making the plan acceptable to both of you.

**1.6**          Many people find it difficult to confront customers regarding delinquent payments. Just keep in mind that it is the customer, who should feel uncomfortable in this situation.

**1.7**          If customers stop paying, their phone has been disconnected, and you cannot find them, consider using these resources to locate these debtors and their assets:

- City directories
- Post office (for a forwarding address)
- A customer's employer
- Department of motor vehicle license and registration records
- "In case of emergency" contact, references or closest relatives listed on a credit application
- Old files and correspondence
- The Internet (i.e. http://www.isleuth.com/peop.html)
- Skip-tracing services or private investigator
- Credit bureau reports
- Neighbors
- Directory assistance

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**2.1    SERIOUSLY DELINQUENT OR UNRESPONSIVE ACCOUNTS**

**2.2**    When an account becomes more than 60 days past due, the immediate target of securing prompt payment should take on a greater sense of urgency. The Finance Manager should review the account with Accounts Receivable to determine if the customer's business is valued.

If their business is valued, the following strategies may be used to collect payment:

•    Restrict any further credit until the past due amount is paid in full.

•    Withhold services already entered into. The harsh reality of having a MERF customer have to move from a MERF location or find a new provider often can spur a delinquent account into action.

**2.3**    If all other avenues for collection of the account have been exhausted, the Finance Manager, after consulting with the Chief Financial Officer, may want to consider and authorize the use of an outside collection agency.

**2.4**    All uncollectible accounts will be reviewed by the Finance Manager for disposition.

**3.1    WORKING WITH COLLECTION AGENCIES**

**3.2**    Collect all material records for the debt in question and send them to the collection agency. The agency will require a copy of the invoice, proof of delivery, and/or any other correspondence that may help them collect the debt.

**3.3**    Record the date the debt was sent to collections in the accounts receivable file.

**3.4**    If payments are received after the debt has been sent to collections, then notify the collection agency immediately in order to stop any further collection efforts. The agency will take their fee for any debt that has been collected once it has been registered by the agency.

**3.5**    If all other avenues for collection of the account have been exhausted, the Organization should consider further legal action.

**4.1    WRITING OFF UNCOLLECTED DEBT**

**4.2**    Write-off any debts remaining uncollected or that are returned from the collection agency and record as a bad debt expense and deduct from accounts receivable.

**4.3**    If any payments are received after being written-off from accounts receivable, then receive them in as income in the period received.

**4.4**    If bad debt is a recurring problem, then consider setting up a reserve account or allowance for bad debt at the beginning of the year.

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**References**:

### A.     FAIR DEBT COLLECTION PRACTICES ACT (FDCP)

The FDCP requires that debt collectors treat consumers fairly and prohibits certain methods of debt collection. Personal, family, and household debts are covered under the Act. This includes money owed for the purchase of an automobile, for medical care, or for charge accounts. Business debt is not included.

Debt collectors may not 1) harass, oppress, or abuse the debtor or any third parties they contact. 2) Use any false or misleading statements when collecting a debt.
For example, debt collectors may not:

- Use threats of violence or harm;

- Publish a list of consumers who refuse to pay their debts (except to a credit bureau);

- Use obscene or profane language; or

- Repeatedly use the telephone to annoy someone.

- Falsely imply that they are attorneys or government representatives;

- Falsely imply that the debtor may have committed a crime;

- Falsely represent that they operate or work for a credit bureau;

- Misrepresent the amount of the debtor's debt;

- Indicate that papers being sent to the debtor are legal forms when they are not

- Indicate that papers being sent to the debtor are not legal forms when they are.

- Give false credit information about the debtor to anyone, including a credit bureau;

- Send the debtor anything that looks like an official document from a court or government agency when it is not.

- Use a false name.

- Collect any amount greater than the debtor's debt, unless the debtor's state law permits such a charge;

- Deposit a post-dated check prematurely;

- Use deception to make the debtor accept collect calls or pay for telegrams;

- Take or threaten to take the debtor's property unless this can be done legally.

- Contact the debtor by postcard.

- Say the debtor will be arrested if they do not pay the debt;

- Say they will seize, garnish, attach, or sell the debtor's property or wages, unless the collection agency or creditor intends to do so, and it is legal to do so.

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•          Say they will take actions, such as a lawsuit against the debtor, when such action legally may not be taken, or when they do not intend to take such action.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | 9/5/17 | Revision to clarify processes and positions | |
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## REV104 Ex1 ACCOUNT COLLECTION CONTROL FORM

Account Name:_____     Date        Customer Reply or Action

Taken _____

Address:_____

Contact(s):_____

Telephone #'s:_____

Payment Terms:_____

Comments:_____

| Date | Date Due | Amount | Total Paid | Running Invoice Due |
|------|----------|--------|-----------|---------------------|
|      |          |        |           |                     |

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**SOP # REV105 Revision: 2**                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                          **Approved by: BOD**

**Title:**        **REV105 REVENUE RECOGNITION - GRANTS AND CONTRIBUTIONS**

**Policy:**          The Organization receives revenue from several types of transactions. It is the policy of the Organization to separate and recognize revenue from grants and contributions separately in the financial statements of the Organization and to comply with all current Federal and California rules regarding solicitation and collection of charitable contributions.

**Purpose:**          To provide a separate accounting of grant and contribution income.

**Scope:**          This procedure applies to all grant and contribution income.

**Responsibilities:**

Chief Financial Officer and the Finance Department direct the separate accounting for grant revenue and contributions received.

Back-office provider ensures that grant and contribution revenues are separately tracked within the accounting system.

**Definition:**

**Contribution** - An unconditional transfer of cash or other assets to the Organization, or a settlement or cancellation of the Organization's liabilities, in a voluntary nonreciprocal transfer by another entity acting other than as an owner.

**Condition** - A donor-imposed stipulation that specifies a future and uncertain event whose occurrence or failure to occur gives the promisor a right of return of the assets it has transferred to the Organization or releases the promisor from its obligation to transfer its assets.

**Restriction** - A donor-imposed stipulation that specifies a use for the contributed asset that is more specific than broad limits resulting from the nature of the Organization, the environment in which it operates, and the purposes specified in the Organization's articles of incorporation and bylaws. Restrictions on the Organization's use of an asset may be temporary or permanent.

**Nonreciprocal Transfer** - A transaction in which an entity incurs a liability or transfers assets to the Organization without directly receiving value from the Organization in exchange.

**Promise to Give** - A written or oral agreement to contribute cash or other assets to the Organization.

**Exchange Transaction** - A reciprocal transaction in which the Organization and another entity each receive and sacrifice something of approximately equal value
**Procedure:**

**1.1     GRANT AND CONTRIBUTION REVENUE RECOGNITION**

**1.2     Grant income** – Recognized as income when received, based on incurrence of allowable costs (for cost-reimbursement awards) or based on other terms of the award (for fixed price, unit-of-service, and other types of awards). The types of grant income typically received by the Organization are:

**(a)**             Education payments for MERF Charter services.
**(b)**             Various Federal, State, and Local grants and contracts.
**(c)**             Other types of grant income may be received from time to time.

At year-end, grant income that has been incurred but not yet received are accrued to conform with generally accepted accounting principles.

**1.3     Contributions** - Recognized as income when received, unless accompanied by restrictions or conditions (see the next section on contribution income).

**1.4     CONTRIBUTIONS RECEIVED**

<u>A.</u>             **<u>Distinguishing Contributions from Exchange Transactions</u>**

The Organization may receive income in the form of contributions, revenue from exchange transactions, and income from activities with characteristics of both contributions and exchange transactions. The Organization shall consider the following criteria, and any other relevant factors, in determining whether income will be accounted for as contribution income, exchange transaction revenue, or both:

1.             The Organization's intent in soliciting the asset, as stated in the accompanying materials;

2.             The expressed intent of the entity providing resources to the Organization (i.e. does the resource provider state its intent is to support the Organization's programs or that it anticipates specified benefits in exchange?);

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3.              Whether the method of delivery of the asset is specified by the resource provider (exchange transaction) or is at the discretion of the Organization (contribution);

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4.      Whether payment received by the Organization is determined by the resource provider (contribution) or is equal to the value of the assets/services provided by the Organization, or the cost of those assets plus a markup (exchange transaction);

5.      Whether there are provisions for penalties (due to nonperformance) beyond the amount of payment (exchange transaction) or whether penalties are limited to the delivery of assets already produced and return of unspent funds (contribution); and

6.      Whether assets are to be delivered by the Organization to individuals or other than the resource provider (contribution) or whether they are delivered directly to the resource provider or to individuals or the Organization is closely connected to the resource provider.

## B.      <u>Accounting for Contributions</u>

The Organization shall recognize contribution income in the period in which the Organization receives restricted or unrestricted assets in nonreciprocal transfers, or unconditional promises of future nonreciprocal asset transfers, from donors.
Contribution income shall be classified as increases in unrestricted, temporarily restricted, or permanently restricted net assets based on the existence or absence of such restrictions.  See REV107 Restricted Funds for more details.

Unconditional promises to give shall be recorded as assets and increases in temporarily restricted net assets (contribution income) of the Organization in the period that the Organization receives evidence that a promise to support the Organization has been made. Unconditional promises to give that are to be collected within one year shall be recorded at their face value, less any reserve for uncollectible promises, as estimated by management. Unconditional promises to give that are collectible over time periods in excess of one year shall be recorded at their discounted net present value. Accretion of discount on such promises to give shall be recorded as contribution income in each period leading up to the due date of the promise to give. The interest rate that shall be used in calculating net present values of unconditional promises to give is the risk-free rate of return available to the Organization at the time the Organization receives a promise from a donor.

When the final time or use restriction associated with a contributed asset has been met, a reclassification between temporarily restricted and unrestricted net assets shall be recorded.

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When it receives support in the form of volunteer labor, the Organization shall record contribution income and assets or expenses if one of the following two criteria is met:

1.      The contributed service creates or enhances a nonfinancial asset (such as a building or equipment), or

2.      The contributed service possesses all three of the following

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characteristics:

a.    It is the type of service that would typically need to be purchased by the Organization if it had not been contributed,

b.    It requires specialized skills (i.e. formal training in a trade or profession), and

c.    It is provided by an individual possessing those specialized skills.

Contributed services that meet one of the two preceding criteria shall be recorded at the fair market value of the service rendered.

## **C.**    **Receipts and Disclosures**

The Organization and its donors are subject to certain disclosure and reporting requirements imposed under the Internal Revenue Code and its underlying regulations. To comply with those rules, the Organization shall adhere to the following guidelines with respect to contributions received by the Organization.

For any separate contribution received by the Organization, it shall provide a receipt to the donor. The receipt shall be prepared by the School Principal. All receipts prepared by the Organization shall include the following information:

1.    The amount of cash received and/or a description (but not an assessment of the value) of any noncash property received;

2.    A statement of whether the Organization provided any goods or services to the donor in consideration, in whole or in part, for any of the cash or property received by the Organization from the donor, and

3.    If any goods or services were provided to the donor by the Organization, a description and good faith estimate of the value of those goods or services.

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REV105 Revenue Recognition – Grants and Contributions    page 4 of 6
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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|---------|-------------------------|--------------|
| 0 | **2/14/13** | Initial Release | |

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| 1 | **11/12/15** | Change in responsibilities | Oswaldo Diaz, CFO |
|---|---|---|---|
| 2 | 9/5/17 | Revision to clarify processes and positions | |
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**SOP # REV106 Revision: 2**                                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                    **Approved by: BOD**

**Title:**                    **REV106 GIFTS-IN-KIND**

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**Policy:** MERF may accept contributions of goods or services that can be used to advance the mission of MERF and/or any of its schools or may be converted readily into cash. When accepting a gift-in-kind, the receiver must ask the donor to complete as an example REV106 Ex1 GIFT-IN- KIND FORM. Once the donor has completed the form, the receiver must sign the form and send it immediately to the central office for processing.

**Purpose:** To ensure that Gift-In-Kind transactions are handled in accordance with IRS guidelines and are properly recorded.

**Scope:** All Gift-In-Kind transactions.

**Responsibilities:**

Receiver is responsible for assessing the gift for usefulness to the Organization.

School Principal is responsible for handling donor documentation.

The Financial Analysts are responsible for assessing value of gift and informing Back-office provider so that it can be recorded into the accounting system.

**Definition:** **Gifts-In-Kind** - Transactions categorized as a voluntary contribution of goods or services that can be used to advance the mission of MERF or can be readily converted to cash and may qualify as a charitable deduction for the person(s) making the gift.

Contributed services cannot be counted as a gift and do not qualify as a charitable tax deduction to the donor. However, a donor of services may be able to deduct expenses incurred while performing said services. In such cases, the donor should be advised to consult with a tax accountant.

**Background:** The IRS has specific regulations regarding gifts-in-kind. This policy outlines the process an employee of MERF should follow when presented with a gift-in-kind. It limits the liability that may inadvertently be assumed by placing value on gifts or by accepting a gift that does not advance the mission of MERF or cannot be readily converted to cash. It further assures that a donor will receive timely acknowledgement of his/her contribution.

**Procedure:**

**1.1 RECEIPT OF GIFT**

2 When presented with a potential gift-in-kind, an individual must assess if the gift can be used to advance the mission of MERF or could be readily converted to cash. If there is any question as to whether the contribution meets either of these.

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criteria, the individual should contact his/her immediate supervisor or the central office.

**2.1** If the gift is accepted, the individual should offer an immediate and sincere expression of gratitude. At that time, the donor should be given a Gift-In-Kind form and be encouraged to complete the form at that time. If the donor is unable or unwilling to complete the form, the receiver may complete the form, write "N/A" as the estimated fair market value, and enter that the form was completed by him/her in the note section in the lower right hand corner.

The individual accepting the gift cannot offer tax advice or dictate the value of the contribution. It is the responsibility of the donor to determine the fair market value of the contribution. **Note:** the value

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is for MERF internal gift reporting and accounting only; the donor's receipt and/or acknowledgement will not indicate value in any way that could be construed as an endorsement of its value.

**2.2**    If the item is personal property of the donor and is valued at more than $5,000, the donor must obtain a certified appraisal. The appraisal cannot be dated more than 60 days from the date of the donation. It must be prepared, signed and dated by a qualified appraiser. Federal law requires that the donor pay for the appraisal. (The cost of the appraisal is also tax deductible). This value will be used for gift reporting purposes only.

**What constitutes a qualified appraisal:**
I.    Appraiser must hold himself or herself out to the public as an appraiser and state credentials showing that he or she is qualified to appraise the type of property being valued.
II.    Appraiser must value the property no more than 60 days before the date of gift; it can be done after the gift has been accepted by the MERF.
III.    Appraiser cannot be (1) the donor, (2) the donee (MERF), (3) any party to the transaction, (4) an appraiser used regularly by (1), (2) or (3), or anyone employed or related to (1),(2), or (3).

The appraisal must contain the following information:
1.    A description of the item
2.    Its physical condition
3.    The date (or expected date) of the contribution
4.    Name, address and tax ID number of the appraiser
5.    Qualifications of the appraiser including his/her background, experience and education
6.    A statement that the appraisal was prepared for income tax purposes
7.    Date the item was valued
8.    Appraised fair market value of the item
9.    Method of valuation (income approach; market data approach; replacement cost minus depreciation approach.)
10.    Appraiser must complete Part IV of Section B on form 8283

**2.3**    The individual accepting the gift will sign and date the Gift-In-Kind form only after the donor has irrevocably turned over the gift-in-kind.  Once signed, the

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form should be turned over to the School Principal immediately for processing and acknowledgement.

**2.4**    The School Principal will notify the Finance team of the contribution. The Finance team will then provide necessary information to Back-office provider so that it can be assigned as an asset or income to the appropriate school or to the central office.

**2.1**    **COMPLIANCE**

**2.2**    The IRS allows an individual to deduct the full fair market value of a donated item if it is kept by MERF and used for one of its tax-exempt purposes. If the item is to be converted to cash, then the donor may claim a deduction of the cost value or the fair market

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value, whichever is less. **It is the sole responsibility of the donor to determine the value of a contributed item; the receiver cannot assign a value to the donated item(s).**

**2.3**     Upon receipt of a gift-in-kind, MERF will issue an acknowledgement to the donor along with a copy of the Gift-In-Kind form. The acknowledgement will contain only a description of the contribution and will not include a statement as to the value of the contribution. It will further contain a statement as to what, if any, goods or services were given in exchange for the contribution. MERF cannot issue an acknowledgement for contributions that cannot be used or readily converted to cash.

**2.4**     For gifts with values exceeding $5,000, the donor must complete all parts of IRS form 8283 and submit the form to MERF for signature. The School Principal, the Chief Financial Officer and the Chief Executive Officer are the only individuals authorized to sign 8283 forms.

If MERF has signed an IRS form 8283 and then sells, exchanges or otherwise transfers the gift within two years from the date of gift, the central office must file a donee information return, IRS form 8282, within 125 days of disposing the property. MERF will advise the donor if such a transaction occurs as it may affect the charitable tax deduction for which they qualify.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Inclusion of back-office provider service provider process | Oswaldo Diaz, CFO |
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## REV106 Ex1 GIFT-IN-KIND CONTRIBUTION FORM

**Date:** _____

**Event Name** (if applicable): _____

**Donor Information:**

**Donor Name** _____

Contact Person _____

Address _____

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City_____State_____Zip _____

Daytime phone_____E-mail Address_____

**Gift Description:** _____

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**Estimated fair market value (by donor):** $ _____

**Special instructions (e.g., item delivery or pick up, restrictions, etc.):**

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**Please return this form to:**
Finance Department

                            Ph
one: (714)892-5066 13950
Milton Ave.  Fax:
(714)362-9588
Suite 200B
Westminster, CA 92683

Per IRS regulations, any item you value over $500 requires IRS Form 8283; any item you value over $5,000 requires Form 8283 and a written appraisal.

*This form does not serve as a receipt for this contribution, but is intended for our internal record keeping purposes only.  A receipt describing   the items or merchandise donated will be mailed to the address supplied above. Magnolia Educational & Research Foundation is unable to include the estimated value on the donor receipt. It is the responsibility of the donor to substantiate the fair market value for his/her own tax purposes. The donation of services, although very valuable and much appreciated, is generally not considered tax deductible by the IRS. Please consult with your tax advisor to determine the tax implications of your gift.*

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**SOP # REV107 Revision: 2**                          **Prepared by:Central Office**
**Effective Date: 9/5/17**                             **Approved by: BOD**

**Title:**            **REV107 RESTRICTED FUNDS**

**Policy:**            To properly record and track funds with restrictions in order to ensure the donor's intended uses are met, assist with cash flow planning purposes, and to stay within compliance with laws relating to use of restricted funds.

**Purpose:**            Generally accepted accounting principles require the Organization to classify funds based on the restrictions provided by the donor. These classifications may be

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unrestricted, temporarily restricted or permanently restricted. Donor restrictions should be in writing, to ensure proper treatment.

**Scope:** This procedure applies to funds received that are classified as temporarily or permanently restricted.

**Responsibilities:**

Back-office provider is responsible for recording restricted donations and releases from restrictions properly in the accounting system. Back-office provider is also responsible for periodic reconciliation of restricted asset totals and monitoring restrictions to determine whether they have been met.

Chief Financial Officer is responsible for monitoring of restrictions and determining whether fulfilling restrictions can be viable for the Organization.

**Definition:**
**Unrestricted Net Assets** - net assets whose use is not restricted by donors, even though their use may be limited in other respects, such as by board designation.

Pledges receivable are considered to be temporarily restricted because of an inference that uncollected amounts are intended for future periods.

**Temporarily Restricted Net Assets** - net assets whose use are limited by donors to either a specified purpose or a later date.

**Permanently Restricted Net Assets** - net assets whose use are restricted in perpetuity, such as endowments.

**Procedure:**

**1.1     RESTRICTED FUNDS**

**1.2     ** At the time revenue is earned by the Organization, the Financial Analysts with the support of Back-office provider will review any related documentation associated with the revenue to determine whether there are any restrictions on the money. Examples

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of restrictions are individual donations given with the intent of supporting a particular program or campaign, a grant received to operate a specific program or project, and donations received to hold in perpetuity. This information can be found on the award letter or on the financial instrument itself. If the revenue is determined to contain restrictions, Back-office provider will record in a separate class in the accounting system to keep separate from unrestricted funds.

**1.3     Temporarily Restricted Funds** – These funds will be monitored for satisfaction of donor restrictions on a regular basis. Once stipulations are met, they are reclassified from temporarily restricted funds to unrestricted funds regardless of when the related expenses will occur. This is known as "net assets released from restrictions."

**1.4     Permanently Restricted Funds** – These funds are restricted by the donor for a designated purpose or time restriction that will never expire. The intent is that the principle balance of the contribution will remain as an investment forever, and the Organization will utilize the interest and investment returns, such as with an endowment.

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**2.1**     **ACCOUNTING FOR RESTRICTED FUNDS**

**2.2**     In addition to the obligation to its donors, the Organization is bound by law to spend contributed dollars as designated.  If a condition on restricted funding has not been fulfilled and the money has been spent, the donor can demand that the funds be returned, pursue legal action, or contact the Office of the Attorney General.  It is of the utmost importance that donor restricted funds are handled properly.

**2.3**     Do not budget to spend money unavailable to Organization. When planning and budgeting, be mindful of any and all of the time and activity restrictions present on restricted funds. Understand how restrictions will impact cash flow and availability of funds.

**2.4**     Educate staff and board members who are accountable for the Organization's financial decisions so that they fully understand funding restrictions. Know when the restrictions are satisfied and how to release the funds from restriction.

**2.5**     When analyzing financial reports, pay close attention to unrestricted funds and, unless you are making decisions regarding programming for which the funds  have been restricted, avoid basing decisions on restricted funds. Try to focus your attention on the "Unrestricted" amounts. Formatting financial report with columns that delineate unrestricted and restricted funds can be very helpful.

**2.6**     Most restrictions on funds directly relate to the grant or fundraising request. When researching and applying for grants, be aware of any challenges that potential restrictions could present to the Organization.

**2.7**     Fundraising letters and appeals can inadvertently place restrictions on donations. Be certain that managers and donors understand the purpose of contributed dollars and understand if restrictions are present. Also, be certain that staff charged with fundraising understand that appeals can lead to restricted gifts.

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**2.8**      Work with staff to understand the true cost of programming. Allocate all direct costs associated with a program. These allocations help to prepare more accurate budgets for grants and fundraising appeals, and better utilize contributions restricted to specific programs to ease the pressure on limited general operating dollars.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 11/12/15 | Change in responsibilities | Oswaldo Diaz, CFO |
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**SOP # PUR101 Revision: 2**                               **Prepared by: Central Office**
**Effective Date: 9/5/17**                                 **Approved by: BOD**

**Title:**              **PUR101 VENDOR SELECTION**

**Policy:**             To ensure the performance capabilities of all vendors and maintain the internal controls of over the purchasing functions, vendor selection , quality control , and certain procedural requirements.

**Purpose:**            To provide the methods for determining, documenting and, when applicable, inspecting vendors for compliance with Organization policies and contract purchasing requirements.

Purchased products and services should conform to specified requirements. This starts with selection of appropriate suppliers, consultants, and contractors that have the capability and systems to supply products, materials and services to satisfy Organization requirements. Suppliers and consultants are controlled to the extent necessary based on the effect of the purchased items and services on the quality of the Organization's products and services.

**Scope:**              This procedure applies to all vendors of products, materials, and services that directly affect the quality of the Organization's products and services.

**Responsibilities:**

The Board of Directors shall have authority to approve all contracts including budgeted and non-budgeted items over $90,000

Chief Executive Officer and/or designee shall have authority to approve all contracts up to and including the amount $90,000 for all budgeted and non-budgeted amounts.

School Principal is responsible for initial supplier, contractor, and consultant (Collectively the "Supplier") identification and for collection of business information related to the potential supplier. School Principal shall have the ability to approve purchases up to and including the amount of $10,000.

All MPS Chief Executive Team Members are responsible for approving contracts up to $10,000 that are within the approved budget.

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**Procedure:**

**1.0 VENDOR SELECTION**

**1.1**        New vendors are to be evaluated using the following criteria:

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- Pricing: competitive pricing is one component of the evaluation and may be outweighed by other factors. Pricing alone will not be a deciding factor unless all else is equal.

- Parts availability and shipping time frame.

- Performance capability (i.e., financial status, sufficient facilities, capability of equipment and employees, professional licenses, years of experience).

- Internal Quality Assurance program: Contractors undergo PEER Review, hold additional licenses, are given preference.

- Reference checks.

- Warranty information if applicable.

- Whether the vendor is debarred from receiving State and/or Federal funds

**1.2** Ongoing evaluation of suppliers:

- On-Time Delivery, 100% on time expected (0 days early, 0 days late)

- Quality: (Items (or lots) rejected/Total items (or lots) received) X 100. Ratings less than 95% require corrective action. Exceptions to the 95% Corrective Action requirement may be given where the total quantity of items or lots received is small and at the Controller's discretion.

**1.3** Qualified vendors will be maintained on an Approved Vendor List for purchasing. The approved list can be as simple as those vendors that are retained as "active" in the accounting system.

## 2.0    VENDOR INSPECTIONS

2,1    For critical components that the Organization desires to rely on the quality assurance of the vendor to reduce receiving inspection or testing requirements such as with high end computer parts, an on-sight vendor inspection may be performed and approved.

2.2    The Controller will coordinate with the Purchase Agent to plan, arrange and designate staff for all vendor inspections when considered necessary by the Chief Financial Officer.

## 3.1    VENDOR FILES

**3.2**    A vendor file will be prepared and maintained for all vendors on the Approved Vendor List, which will be used for significant or on-going purchasing. The vendor files will be kept alphabetically and should include the following:

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- IRS W-9 Taxpayer Identification Certificate (a PDF download is available at: http://www.irs.gov/pub/irs-pdf/fw9.pdf)

- Resale certificates (only required for those that resell their purchases)

- Legal contracts, dealer or marketing agreements, etc.

- Long-term blanket purchase order commitments

- Proof of insurance

- Any other relevant correspondence or documentation

**3.3** Form 1099 must be filed at year-end for the proper reporting of income to certain vendors. To determine whether or not one needs to be filed, all non-merchandise vendors should complete an IRS W-9 Request for Taxpayer Identification Number Certificate. A copy can be obtained via the IRS website (www.IRS.gov) or by contacting the local IRS office. The vendor indicates on the form the reporting status. Note: Incorporated vendors do not receive 1099s.

This applies to all contractors for service (repair person, accountant, consultant, etc.) who are NOT incorporated, and to all lawyers, regardless of incorporation. It is important to make this determination before engaging the contractor so that all payments can be properly tracked for 1099 reporting purposes at the inception.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 2/16/15 | Segregation of Duties | Oswaldo Diaz, CFO |
| 2 | 9/5/2017 | Revision to clarify processes and positions | |
| 3 | 2/11/2021 | Revision to increase the approval limits | Serdar Orazov, CFO |
| 4 | 4/7/2022 | Revision to increase the approval limits | Steve Budhraja, CFO |
| 5 | 6/11/2024 | Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either the CEO or their appointed representative has the authority to act." | Steve Budhraja CFO |
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**SOP # PUR102 Revision: 3**                          **Prepared by: Central Office**

**Effective Date: 4/7/2**                              **Approved by: BOD**
**Title:**                  **PUR102 GENERAL PURCHASING**

**Policy:**              All purchases of goods and services shall be consistent with the Board-approved budget. The investment in supplies and capital equipment will be facilitated through the Purchasing Department, maintained at the lowest effective level and supervised consistent with a common set of procedures and controls as required by all regulatory and customer contract requirements.

**Purpose:**             To outline the actions to be taken for 1) the procurement of supplies and capital equipment, 2) the completion of related documents.

**Scope:**               This procedure applies to the purchase of all supplies and capital equipment for all departments within the Organization.

**Responsibilities:**

All personnel that require a product or service must complete a request in Purchasing Software specifying items for purchase and obtain required approvals.

Chief Financial Officer and the Finance Department are responsible for using good purchasing methods, optimizing price savings, quality or value of products, vendor working relationships, placing orders with approved suppliers, negotiating pricing with suppliers, and forwarding all paperwork to Back-office provider accounts payable for payment.

Back-office provider accounts payable is responsible for payment of invoices only after satisfactory completion or delivery of goods or services has been made.

The School Site Personnel and Other Designated Individuals are responsible for receiving, inspecting materials, and forwarding all paperwork to a designated agent at Back-office provider.

**Procedure:**

**1.1        ORDER DETERMINATION AND REQUISITION**

[1.2]        Purchasing should obtain the optimal price for any purchases.  All purchases above **$10,000** require at least 3 quotes to be obtained.  Quotes may be submitted by the requestor, Controller or the Purchase Manager can obtain the 3 quotes.  The quotes are entered into Purchasing Software along with evaluation and selection of the best option by the requestor.  /
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**1.3**        For purchases of goods and supplies, a request in the Purchasing Software will be prepared by the originating individual or department.  The Purchasing Software request should be completed and approved with the following items and any additional supporting documentation:

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- Complete description with part or model numbers and link to website if available
- Engineering drawings and specifications
- Type, Class, Grade required
- Quantity required
- Date required
- Requesting department, account code, and allowance/resource code
- Recommended vendor or source if applicable
- Other requirements
- Special shipping requirements
- Special inspection requirements upon receipt
- Itemized Receipts

For the following purchases, additional information is required:

- Textbooks – Full ISBN
- Airline tickets - passenger(s) legal name(s), date of birth, gender, departure/arrival airport codes and exact dates
- Vehicle rentals - vehicle type, exact dates and exact pick up/drop off locations

**1.4** If the requisition is for subcontracted services:

- A complete description of the service to be performed
- Engineering drawings and specifications if appropriate
- Requirements for qualification of personnel
- Other documents such as insurance forms, etc.
- Quality standards to be applied

**1.5** Purchasing/Accounting will analyze terms, vendor, pricing, quantity breaks, etc., and will order accordingly in the Organization's best interest. Purchasing will notify the requester of any material variances prior to placement of the order.

**1.6** Reimbursements for purchases made by staff will be processed upon proper authorization through the Purchasing Software.

**2.1** **ORDER PLACEMENT**

**2.2** Requestor is responsible for completing a purchase order form for all orders in excess of $1,000. This can be processed through the Purchasing Software. Purchase orders are exempted for items such as salaries and related costs, utilities, building leases and debt service payments, other leased equipment, utilities, contracted services, insurance, legal expenses.

**2.3** PUR102 General Purchasing                                                                 page 2 of 6

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**2.4** If there are any requirements for items to be inspected at the supplier's or the Organization's premises by the Organization or our customer, the arrangements and

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method of product release shall be included in the purchasing information.

2.4        Buyers must review their purchase orders for accuracy. The buyer submits their authorization through the Purchasing Software indicating the review was performed.

2.5        Orders can be placed with the vendor either by telephone, fax, internet or mail. When placing orders by telephone, the vendor contact and date of order should be noted and a confirming copy of the order sent to the vendor. Pre-approval for any purchase is always required.

2.6        Purchasing is responsible for communicating with those receiving the supplies, following-up on shipping, delivery, and expediting and partial shipments of ordered items. Purchasing can either telephone vendors or use a PUR102 Ex1 PURCHASE ORDER FOLLOW-UP form to verify, trace or expedite orders.

**3.1        RECORDKEEPING AND MATCHING**

**3.2**        When Purchase Orders are issued, the Purchasing and Accounting copies will be placed in an Open File until the items are received. The Open File should be reviewed on a weekly basis to determine whether any orders need follow up.

**3.3**        Items will be received in accordance with procedure PUR103 RECEIVING AND INSPECTION. The completed vendor's packing list is kept at the site where the shipment was received.

3.4 For partial shipments, a note will be made in the Purchasing Software to identify the shipment as partially received. The original Purchase Order will be kept in the open file until all items are received.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 2/13/15 | Segregation of duties and limits | Oswaldo Diaz, CFO |
| 2 | 11/12/15 | Inclusion of back-office provider service provider processes | Oswaldo Diaz, CFO |
| 3 | 9/5/17 | Revision to clarify processes and positions | |
| 4 | 5/9/19 | Revision to comply with LAUSD Oversight report recommendations | Nanie Montijo, CFO |
| 5 | 3/29/21 | Revision to update the procurement policy | Serdar Orazov, CFO |
| 6 | 4/7/22 | Revision to update the procurement policy | Steve Budhraja, CFO |

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## PUR102 Ex1 PURCHASE ORDER FOLLOW-UP


To:                                                    Date:_____

**Please rush a reply to us by fax or telephone on the information requested below.  Thank you.**

Our Purchase Order #:__

_____

From:                                                   Dated:_____



/
**Please Respond To Our Request As Indicated Below**

/
/
/
with our requested date?_____//
/
/
below. invoice.//

                                                        _____.
                                                        Please revise

/
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**Comments or Reply**:_____

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**SOP # PUR103 Revision: 2**                                   **Prepared by: Central Office**
**Effective Date: 9/5/17**                                     **Approved by: BOD**

**TITLE:**          **PUR103 RECEIVING AND INSPECTION**

**Policy:**          All parts, components, goods and materials will be received in an organized manner and inspected for conformance prior to stocking or use in order to provide an initial quality control inspection. Any items or shipments rejected will be properly quarantined from other inventory items until disposition.

**Purpose:**          This procedure outlines the steps for the receiving and inspection of materials, components, or parts and the disposition of rejected items.

**Scope:**          This procedure applies to the receipt of all purchases.

**Responsibilities:**

Anyone Performing the Receiving Function are responsible for receiving, inspecting materials, filing receiving documents at site, and marking purchase order as received.

Purchasing is responsible for accepting or rejecting damaged goods. Back-office provider is

responsible for payment of invoices.

The Finance Department will review and authorize all rejections.

**Procedure:**

**1.1          RECEIVING**

**1.2**          A "receiver" is any form used to record the specific types and counts of product or materials received. Usually, the receiver is provided by the vendor and is not part of the Organization's system at all.

An example of this would be a detailed packing slip, furnished by the vendor with the shipment.  The packing slip should be kept at the school site.

All incoming product or materials are to be counted and reconciled with what was originally purchased.  Discrepancies must be recorded.

**1.3**          All incoming shipments must be examined for apparent package damage. If the shipment has apparent damage, notify Purchasing/Accounting immediately. Purchasing will decide to either accept or reject the shipment from the carrier and/or file a freight claim.

**1.4**          If the shipment shows no signs of damage or the Purchase Manager or School Site Principal or designee has decided to accept a damaged shipment, count the shipping pieces (i.e., packages, boxes but not the contents; see Inspection below) and confirm with the bill of lading and note any exceptions (i.e., package damage or shortages).

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**2.1**      **INSPECTION**

**2.2**      At the receiving holding area, each shipment should be unpacked and all items piece counted and matched to the packing list. If a packing list is not available, complete as an example PUR103 Ex1 RECEIVING AND INSPECTION REPORT.

**2.3**      The shipment will then be inspected for conformance according to the inspection level required for each part number (see PUR103 Ex3 INVENTORY INSPECTION LEVELS). If multiple part number classes are included in the shipment, each class will be segregated and inspected accordingly.

**2.4**      Any previously undiscovered damage to individual inventory items should be noted on the inspection report and immediately followed up with the vendor.

**3.1**      **REJECTION, DISCREPANCIES AND DISPOSITION**

**3.2**      Any count discrepancies will be noted on the packing list or as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT, signed and forwarded to Purchasing. Purchasing will then follow-up with the vendor to resolve the shipping discrepancy.

**3.3**      If there is a non-conformance discrepancy, the suspect goods will be red-tagged and separated (quarantined) from other parts and immediately placed in a separate holding area for disposition.

**3.4**      If only partial goods in the shipment are of non-conformance, the accepted goods should be noted on the paperwork and stocked or placed in use per above procedure.

**3.5**      Complete as an example PUR103 Ex2 RECEIVING AND INSPECTION REPORT for any rejected parts. Accounting will review and authorize all rejections and complete Part II of the report.

**3.6**      Goods found to be in conformance or suitable for their intended use and accepted by Accounting will have the red tag removed and be returned to the receiving area or location the product is needed for use. Accounting will note on the report the justification for any accepted parts and forward the report along with the packing list to the Purchase Manager.

Goods rejected by Accounting will continue to be quarantined and red tagged until disposed. Purchasing will determine and arrange for the appropriate disposition of rejected items (i.e., return to vendor for credit, scrap, etc.).

**3.7**      Unidentified shipments should be resolved by the Purchase Manager. Contact the Chief Financial Officer to resolve any suspicious looking packages.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|

| 0 | **2/14/13** | Initial Release | |
|---|---|---|---|
| 1 | **11/12/15** | Changes to responsibilities | Oswaldo Diaz, CFO |
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## PUR103 Ex1 RECEIVING LOG

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| Date | Sender | Carrier | # Pkgs. | Received By |
|------|--------|---------|---------|-------------|
|      |        |         |         |             |
|      |        |         |         |             |
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## PUR103 Ex2 RECEIVING AND INSPECTION REPORT

**PART I RECEIVING**                                            Date: _____

Vendor/Supplier/Subcontractor: _____

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P.O. Or Contract No.: _____

| INSPECTION | | | QUANTITIES | | | | |
|---|---|---|---|---|---|---|---|
| Item No. | Description | Criteria | Ordered | Received | Inspected | Accepted | Rejected |

Received By: _____

## PART II INSPECTION

Inspected By: __

_____

Sample Lot                          Conformance/Discrepancies to Specifications

|  | YES | NO |  | YES | NO |
|---|---|---|---|---|---|
| | Shipping Damage | | Functional | | |
| | Markings/Finish | | Dimensions | | |
| | Attributes | | Other | | |

Lot Size: _____

Sample Qty: _____

Accepted: _____   Date: _____ Rejected: _____ Date: _____

Place in Stock                     Cause for Rejection: _____

Forward to Next Operation        _____

## PART III REJECTED PARTS DISPOSITION

Return to Vendor                              Conditional Acceptance Approvals

Signature                                     Signature

Remarks: _____

Further comments may be noted on back of report or additional sheets if necessary.

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# PUR103 Ex3 INVENTORY INSPECTION LEVELS

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The following are generic descriptions of the type of inspections that should be performed for various classes of inventory items. These descriptions are not completely comprehensive for all the possible types of inventory that can be received and therefore, the inspector should use appropriate judgment to determine any special inspection procedures that may be necessary for unique items.

The inspection levels are intended to be cumulative in that higher level inspections will also include all lower level inspection procedures.

The percentage of the total parts inspected will be according to the part number specifications. For example, an inspection level indication of "Level II, 25" would require that 25% of the parts received in the shipment will be examined at a Level II inspection.

If defects or rejected items are discovered within a shipment and less than a 100% inspection has been performed, the receiving inspector will consult with the Quality Control Manager to determine the appropriate action for assurance of the remainder of the shipment.

Level I:          Visual inspection of the shipment or lot.  Items appear reasonably to match packing list description(s). Nothing comes to the attention of the inspector as noticeable defects or as unusual and unordinary.

Level II:         Actual hands-on visual inspection of individual parts.  Each part inspected will be analyzed for the quality of workmanship and construction and the appearance of any defects.

Level III:        A functional test of the part will be performed as appropriate for the item. For example, pneumatic parts should indicate function when attached to compressed air source; moving parts should rotate, slide etc.; electrical components should operate, light, etc.

Level IV:        The part will be inspected against a set performance or measurement standard as indicated in the part file. For example, structural items will be measured for compliance to drawings within specified tolerances; electrical and mechanical devices will function according to specified performance standards.

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|---|---|
| **SOP # PUR104 Revision: 4** | **Prepared by: Central Office** |
| **Effective Date: 4/7/22** | **Approved by: BOD** |

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|---|---|
| **Title:** | **PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS** |
| **Policy:** | Internal controls are required to ensure that only valid and authorized |

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payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

**Purpose:** To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

**Scope:** This procedure applies to all purchases including, contractors, consultants, and merchandise and non-merchandise purchases.

**Responsibilities:**

The Principal at each school site is responsible for reviewing and approving payments under $10,000 in the purchase software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $50,000 in accordance with the approved budget.


The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operations Officer, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.


The Chief Executive Officer and/or designee is responsible for reviewing and approving payments over $50,000 in accordance with the board approved budget, as well as up to $90,000 for non-budgeted items.

Back-office provider is responsible for payment of invoices in a timely manner.

**Background:** Properly recording liabilities is generally a three-step process, particularly, for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For accuracy and timeliness of data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoicing from the consultant is received unless and accrual has been recorded to recognize the total estimated cost of the consultant's services.

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By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

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The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

**Procedure Overview:**

Cash disbursements are generally made for:

1.    Payments to vendors for goods and services

2.    Taxes/license fees

3.    Staff training and development

4.    Memberships and subscriptions

5.    Meeting expenses

6.    Employee reimbursements

7.    Marketing/promotional materials Checks

are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through the purchasing software. Documentation for the purchasing software requests can be in three ways:

1.    Original invoice

2.    Purchase request (submitted on approved form)

3.    Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained; however, this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in the purchasing software.  Please see PUR106 Reimbursements for more details.
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Requests for payment are reviewed in the purchasing software by the Principal, Controller, or Chief Financial Officer dependent on purchase amount.  The appropriate personnel:

1.    Verifies expenditure and amount

2.    Approves for payment if in accordance with budget

3.    Provides or verifies appropriate allocation information

4.    Provides date of payment taking into account cash flow projections

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5.        Submits to the Finance team for processing

Back-office provider processes all payments and:

1.        Immediately enters them into the Accounts Payable module unless it is paid upon receipt on the same day

2.        Prints checks according to allocation and payment date provided by the authorizing party

3.        Submits checks, with attached backup documentation, to the Chief Financial Officer for approval and signature.

4.        Stamps invoice "paid"

5.        Mails checks and appropriate backup documentation

6.        Files all backup documentation in the appropriate file

7.        Monitors accounts payable throughout the month

**Procedure:**

**1.1        DOCUMENTING ACCOUNTS PAYABLE**

**1.2**        The following documents will be forwarded to Back-office provider accounts payable as a pdf batch for temporary filing and subsequent matching to form an accounts payable voucher package:

•        Purchase Order from the purchasing software

•        Vendor invoice

•        Vendor/Consultant contract

**1.3**        Once the Back-office provider has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.

The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.
/
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•        The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received. Any discrepancies must be followed-up and resolved prior to commencing with the disbursement process.

•        Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.

•        Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

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**2.1**     **RECORDING NON-MERCHANDISE PAYABLES**

**2.2**     Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.

**2.3**     Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial entry.

**3.1**     **PAYMENT OF ACCOUNTS PAYABLE**

**3.2**     Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by the Finance team.  The Finance team should select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete, process the disbursements by either printing the check, electronic online bill pay, PayPal merchant, wire transfer, or ACH withdrawal for the selected bills to be paid.

Note: Accounts payable should normally be paid within 15 business days unless otherwise determined by the Chief Financial Officer.

**3.3**     Any vendor credits which are amounts owed to the Organization should be applied to amounts currently owed to the vendor when determining payment. These are normally received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made.  There is no reason to "age" a credit memo.

**3.4**     Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pays, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing

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**3.5**     Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system.  Stamp the invoices "paid" to document they've been paid. Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.

**3.6**     If one check or electronic online bill pay pays several Invoices, then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check number sequentially in the checks paid binders.

**3.7**     Mail the checks as soon as possible once checks have been posted and "paid" by the

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system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However, holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

**4.1** **MANUAL CHECKS**

**4.2** The Organization does not permit the use of manual checks.

**Revision History:**

| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 2/13/15 | Revision of Purchase limits | Oswaldo Diaz, CFO |
| 2 | 11/12/15 | Inclusion of back-office provider service provider process | Oswaldo Diaz, CFO |
| 3 | 6/6/16 | Policy revision | Oswaldo Diaz, CFO |
| 4 | 9/5/17 | Revision to clarify processes and positions | |
| 5 | 2/11/2021 | Revision to increase the approval limits | Serdar Orazov, CFO |
| 6 | 4/7/2022 | Revision to increase the approval limits | Steve Budhraja, CFO |
| 7 | 6/11/2024 | Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either the CEO or their appointed representative has the authority to act." | Steve Budhraja,CFO |

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**SOP # PUR105 Revision: 2**                                                    **Prepared by: Central Office**
**Effective Date: 9/5/17**                                                          **Approved by: BOD**

**Title:**                 **PUR105 PREPAID EXPENSES**

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**Policy:** It is the policy of MERF to treat payments of expenses that have a time- sensitive future benefit as prepaid expenses and to amortize these items over the corresponding time period. For purposes of this policy, prepaids are only accounted for at the end of the fiscal year and the amount that is considered to be prepaid remains at the discretion of the Chief Financial Officer.

**Purpose:** To ensure the proper payment and accounting of expenses that have a future benefit allocated over time.

**Scope:** Any transaction that is currently paid that has a value that can be amortized over a future time period.

**Responsibilities:**

The Chief Financial Officer is responsible for reviewing and authorizing prepaid expenses.

The Finance Department with the support of Back-office provider is responsible for processing prepaid payments and amortizing the prepaid cost of the expected future life of the prepaid asset.

**Background:** Prepaid expenses are very common and allow the Organization to on occasion take advantage of pre-paying for certain expenses and thus recovering discounts or ensuring that a certain expense is fully paid.

**Procedure:**

**1.1** ACCOUNTING TREATMENT

**1.2** Prepaid expenses with future benefits that expire within one year from the date of the financial statements shall be classified as current assets. Prepaid expenses that benefit future periods beyond one year from the financial statements date shall be classified as non-current assets.

**2.1** PROCEDURES

**2.2** As part of the account coding process performed during the processing of accounts payable at the end of the fiscal year, all incoming vendor invoices shall be reviewed for the existence of time-sensitive future benefits. If future benefits are identified, the payment shall be coded to a prepaid expense account code.

**2.3** The Finance Department shall maintain a schedule of all prepaid expenses. The schedule shall indicate the amount and date paid, the period covered by the prepayment, the purpose of the prepayment, and the monthly amortization. This

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schedule shall be reconciled to the general ledger balance as part of the monthly closeout process.

**Revision History:**

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| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | **2/14/13** | Initial Release | |
| 1 | **11/12/15** | Revision of responsibilities | Oswaldo    Diaz, CFO |
| 2 | 9/5/17 | Revision to clarify processes and positions | |
| | | | |
| | | | |
| | | | |
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**SOP # PUR 106 Revision: 3**                                      **Prepared by: Central Office**
**Effective Date: 4/7/22**                                            **Approved by: BOD**

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**Title:**     **PUR 106 REIMBURSEMENTS**

**Policy:**     Internal controls are required to ensure that only valid and authorized reimbursements are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments.

**Purpose:**     To explain the practices for documenting, recording and issuing payments for reimbursement transactions.

**Scope:**     This procedure applies to all reimbursements.

**Responsibilities:**

The Principal at each school site is responsible for reviewing and approving payments under $10,000 in the purchasing software, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to $50,000 in accordance with the approved budget.


The Chief Executive Officer may assign the Chief Academic Officer, the Chief of Staff, the Chief External Officer or Regional Directors the authority to approve expenditures up to $10,000.

The Chief Executive Officer and/or designee is responsible for reviewing and approving payments over $50,000 in accordance with the board approved budget, as well as up to $90,000 for non-budgeted items.

Back-office provider Accounts payable is responsible for payment of reimbursements in a timely manner. A timely manner is defined as within two weeks of submission.

**Background:** Properly recording reimbursements is generally a three-step process.

The first step is accurately submitting reimbursement receipts along with a proof of pre-approval.

The second step is obtaining the appropriate authorization to process payment.

The step involves the preparation, issuance of reimbursement payment in a timely manner, and subsequent filing of all paperwork for easy retrieval.

**Procedure Overview:**

Reimbursements are generally made for:

1.     Travel and conferences

2.     Mileage

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3.     Meals

4.     School/classroom supplies

5.     Allowable academic expenses

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6.         Student awards

7.         Other expenses

Reimbursement checks are processed on cycle or sooner.


All reimbursement requests must be approved by the authorized staff prior to being submitted to accounts payable. Accounts payable will review the account code for each invoice.

Every employee reimbursement or purchase request must be documented in the financial software with evidence of pre-authorization, receipts, nature of business, program allocation, and funding source:

**Travel and Conferences** - an itemized receipt from the hotel detailing all charges, the person(s) for whom the lodging was provided, and the specific business purpose. This includes itemized receipts for parking, tolls and bridges, car rentals, taxis, and conference receipts not to exceed limits set forth. (See G&A103, Travel and Entertainment policy for more detailed information.)

**Car Rentals** – Advanced approvals are required. The employee may make their own car rental arrangements. Vehicle selection will be based upon the most cost-effective class that satisfies requirements for the employee(s) and any demonstration equipment. Supplemental auto insurance coverage offered by car rental agencies must be purchased and will be reimbursed.

**Mileage/Personal Vehicles** - An employee required to use their own automobile for business will be reimbursed in accordance with the current IRS mileage reimbursement rate. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

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The Organization assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

**Meals and Entertainment** - a receipt must be provided showing the cost of food, beverage, and gratuities, including the names of every person for whom food or beverage was provided, and the specific business purpose.  Entertainment expenses are disallowed. Meals are reimbursed based on actual receipt amounts not to exceed the following; Breakfast: $17.00, Lunch: $18.00, Dinner: $34.00 with no

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reimbursement for incidental expenses.

Meal and Entertainment tips are limited to 15% (unless automatically assessed by the eating establishment) of the pre-tax meal total cost and any tip that is more than the pre-tax meal total cost will not be reimbursed. For example, a meal that costs $10 may have an 8% sales tax bringing the total meal price before tip to $10.80. Figure the tip on the $10 amount at 15% or $1.50 and that amount of tip or less is reimbursable. If you tipped more than $1.50, that difference is not reimbursable. You are always allowed to tip less than 15% should you choose to do so.

**School/Classroom Supplies, Allowable Academic Expenses, and Student Awards** – these expenditures are subject to the approval of the Principal. Gifts of any kind are never allowed. Student awards may only be paid from non-ADA and unrestricted sources.  In other words, student awards may be paid from unrestricted fundraising or from other unrestricted sources of income, subject to approval of the Principal and/or Home Office.

**Other Expenditures** - a receipt from the vendor detailing all goods or services purchased (including the class of service for transportation) and the specific business purpose.

**Non-Reimbursable Expenses** - Some expenses are not considered valid business expenses by the Organization, yet may be incurred for the convenience of the traveling individual. Since these are not expenses for the business then they are not reimbursable. (The following can be used as a guide of expenses, which are not reimbursable)

Examples include:

•        Airline or travel lounge clubs

•        Shoe shine or Dry-cleaning (except for extended travel beyond 5 days)

•        Movies or personal entertainment

•        Books, magazines or newspapers

•        Theft or loss of personal property

•        Doctor bills, prescriptions, or other medical services

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•        Parking tickets, traffic tickets or Car towing if illegally parked

•        Health club memberships

•        Baby sitter or Pet care fees

•        Barbers and Hairdressers

Requests for reimbursement payments are reviewed in the financial software by the Principal, Account Analysts, Chief Financial Officer, or Chief Executive Officer, dependent

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on purchase amount. The appropriate personnel:

1.          Verifies and matches expenditure and amount

2.          Approves for payment if in accordance with budget

3.          Provides or verifies appropriate allocation information

4.          Provides date of payment taking into account cash flow projections

5.          Submits to the Finance team for processing Accounts

Back Office Provider processes all payments and:

1.          Immediately enters them into the Accounts Payable module.

2.          Prints checks according to allocation and payment date provided by the approving party

3.          Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature

4.          Stamps invoice "paid"

5.          Mails checks and appropriate backup documentation

6.          Files all backup documentation in the appropriate file

7.          Monitors accounts payable throughout the month

**Procedure:**

**1.0          DOCUMENTING REIMBURSEMENTS**

All business reimbursement expenditures incurred by employees of the Organization are reimbursed through the Financial system software. All reimbursement receipts must be submitted monthly and any receipt (except tuition reimbursement) that is older than 60 days will not be reimbursed. Employee may submit written justification for the late submission and will be processed at the discretion of the Chief Financial Officer.

All required original receipts for items charged must accompany all reimbursement documentation as well as uploaded into the financial system for approval and reimbursement payment process.

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In order to expedite reimbursement, the employee should ensure that the report is completed properly, required documentation is attached, proper authorization is obtained, and any unusual items properly explained and documented. Any questions regarding completion of the report should be directed to the employee's supervisor or the Finance Team.

**Revision History:**

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| Revision | Date | Description of changes | Requested By |
|---|---|---|---|
| 0 | 2/14/13 | Initial Release | |
| 1 | 2/13/15 | Amount limit changes. Mileage reimbursement rate. | Oswaldo Diaz, CFO |
| 2 | 11/12/15 | Inclusion of back office service provider and amount limit changes. | Oswaldo Diaz, CFO |
| 3 | 9/5/17 | Revision to clarify processes and positions | |
| 4 | 9/12/19 | Revision | Nanie Montijo, CFO |
| 5 | 2/11/2021 | Revision to increase the approval limits | Serdar Orazov, CFO |
| 6 | 4/7/22 | Revision to update the approval limits | Steve Budhraja, CFO |
| 7 | 6/11/2024 | Revision to the policy: The term 'Chief Executive Officer and/or designee' has been added to specify that either the CEO or their appointed representative has the authority to act. | Steve Budhraja, CFO |

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**SOP # PUR 107 Revision: 2**                    **Prepared by: Central Office**
**Effective Date: 4/7/22**                        **Approved by: BOD**

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**Title:**              **PUR 107 BIDDING REQUIREMENTS**

**Policy:**         To ensure the establishment of bidding requirements relating to multi-year service contracts, and to maintain the internal controls of the selection process.

**Purpose:**       To provide the methods for determining a bidding process, documentation requirements, and award of contracts.

**Scope:**         This procedure applies to all vendors in order to comply with all Federal Uniform Guidance protocols.

**Responsibilities:**

<u>Purchasing Agent or School Principal</u> is responsible for providing a summary and justification related to the potential proposal.

<u>Selection Committee</u> is responsible for the review and recommendation of all contracts over $90,000

<u>Chief Executive Officer and/or Chief Financial Officer</u> is/are responsible for the examination of the bidding and selection process of all contracts above $90,000

<u>Board of Directors</u> are responsible for the approval of all bidding contracts above $90,000

**Procedure:**

**1.1       BIDDING REQUIREMENTS AND PROCESS**

**1.2**     New service contracts in excess of $90,000 per site shall be formally bid in accordance with the following:

•       Request for Proposals (RFP): RFP requirements should include contract purpose, background, description of service, general information, time requirements, proposal requirements, and evaluation process.

•       Public Notice: RFP will be posted in the Organization's website.

•       Prospective Vendors: Selection Committee shall maintain a list of prospective vendors for the various categories of products and services purchased by the organization. All schools or departments should refer prospective vendors to the purchasing department for inclusion in the bidder file.

•       Pending Bid File: A file shall be maintained by the selection committee of all invitations to bid currently pending.

•       Evaluation: Evaluation of services and vendors will be in accordance with the RFP specifications and policy PUR101 vendor selection.

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•       Bidder Files: Bidder files shall be maintained retaining the bids, bid

comparison sheets, other submittals, and rationale in award. These bids shall be made available for the public upon request for a period of ninety (90) days after which time they will be archived for two (2) years.

• Bidding of contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorized approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

• The RFP requirement doesn't apply to renewal and/or extension of the existing service contracts.

| Vendor Selection Requirements | | | |
|---|---|---|---|
| | Less than $10,000 | Between $10,000 and $90,000 | Greater than $90,000 |
| Bid process required? | No | Quotes or estimates | RFP |
| Acceptable forms of price comparison | N/A | Email, published catalogs, written | Written only |
| Minimum number of bids required | 0 | 3 | 3 |
| Submit bid documentation to the Procurement Office? | No | Yes | Yes |

## 2.1    NONCOMPETITIVE NEGOTIATIONS

**2.2** Noncompetitive negotiations may be used for procurements in excess of when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

• An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or

• The product or service can be obtained only from one source, or

• The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or

• Only one satisfactory proposal is received through RFP, or

• The charter authorizer has authorized the particular type of noncompetitive negotiation.

## 3.0    STANDARDS OF CONDUCT

The following Standards of Conduct shall govern the performance, behavior and actions of MPS including, employees, officers, directors, volunteers and agents, who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.
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As representatives of MPS, all employees, officers, directors, volunteers and agents are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment. Employees are expected to be principled in their business interactions and act in good faith with individuals both inside and outside MPS.

3.3        Conflict of Interest

3.3.1        No employee, officer, director, volunteer or agent of the MPS shall participate in the selection, award or administration of a bid or contract supported by federal funds if a conflict of interest is real or apparent to a reasonable person.

3.3.2        Conflicts of interest may arise when any employee, officer, director, volunteer or agent of the MPS has a financial, family or any other beneficial interest in the vendor firm selected or considered for an award.

3.3.3        No employee, officer, director, volunteer or agent of the MPS shall do business with, award contracts to, or show favoritism toward a member of his/her immediate family, spouse's family or to any company, vendor or concern who either employs or has any relationship to a family member; or award a contract or bid which violates the spirit or intent of Federal, State and local procurement laws and policies established to maximize free and open competition among qualified vendors.

3.3.4        MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of fifty dollars ($50) from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

**4.0        ACCEPTANCE OF GRATUITIES**

MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

**5.0        DISCIPLINARY ACTIONS**

Any MPS member, employee or designated agent of MPS who knowingly and deliberately violates the provisions of this code will be open to civil suit without the legal protection of MPS. Furthermore, such a violation of these procurement standards is grounds for dismissal by MPS as an employee, officer, director, volunteer or agent; or other such sanctions as available under the law.

Any contractor or potential contractor who knowingly and deliberately violates the provisions of these procurement standards will be barred from future transactions with MPS.

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**Revision History:**

| Revision | Date | Description of changes | Requested By |
|----------|------|------------------------|--------------|
| 0 | **2/16/15** | Initial Release | Oswaldo Diaz, CFO |
| 1 | **3/10/16** | Policy Revision | Oswaldo Diaz, CFO |
| 2 | **6/06/16** | Policy Revision | Oswaldo Diaz, CFO |
| 3 | 2/11/21 | Policy Revision to update the limits | Serdar Orazov, CFO |
| 4 | 4/7/22 | Policy Revision to update the limits | Steve Budhraja, CFO |
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# Coversheet

## Approval of MPS Safety Manual & Injury and Illness Prevention Program with COVID-19 Prevention Procedures

**Section:**            IV. Action Items
**Item:**                 F. Approval of MPS Safety Manual & Injury and Illness Prevention Program with COVID-19 Prevention Procedures
**Purpose:**            Vote
**Submitted by:**
**Related Material:**
IV_F_MPS Safety Manual and IIIPP with COVID-19 Prevention Procedures.pdf

| | |
|---:|:---|
| Agenda Item: | IV F: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Suat Acar, Chief Operations Officer |
| RE: | MPS Safety Manual and Injury and Illness Prevention Program (IIPP) with COVID-19 Prevention Procedures |

### *Action Proposed:*

I move Board approve the proposed Magnolia Public Schools Safety Manual and Injury and Illness Prevention Program with COVID-19 Prevention Procedures.

### *Purpose:*

- It is the intent of MPS to comply with all laws relating to occupational safety and health, specifically as required by the California Code of Regulations, Title 8, Section 3203.
- Section 3203 of Title 8 of the California Code of Regulations sets forth the requirement that each employer in the state must establish and implement an effective, written Injury and Illness Prevention Program to protect employees from injury and illness in the workplace. In accordance with that requirement, the MPS Administrative Teams will provide all necessary safeguards, programs, and equipment required to reduce the potential for accidents and injuries.
- The policies and procedures contained in this Manual are mandatory. The Injury and Illness Prevention Program will allow MPS to maintain awareness of conditions in all work areas that can produce injuries or illness and to make sure that no employee is required to work at a job that he or she knows is not safe. The MPS will also make sure that no employee will be discriminated against for reporting safety concerns to the respective management of the site.

### *Background:*

- The safety of students and staff is the highest priority for the MPS. Injuries and illnesses create personal loss to employees, students, and their families, and reduce our ability to provide quality education. We believe that all accidents are preventable. Site administrators have primary responsibility for providing a safe working and learning environment and are accountable for compliance with applicable health and safety requirements. All supervisors (From the CEO & Superintendent to the school principals) share responsibility for ensuring the safety of students and staff. Also, every employee is expected to work safely, adhere to safety requirements, and immediately report accidents and potential workplace hazards to their supervisors.

### *Analysis:*

The IIPP is required by Cal/OSHA health and safety regulations for all public schools and sites. It reflects the MPS' stance with a policy on employee safety. Moreover, it specifies procedures to maintain a safe and healthy workplace for employees.

The IIPP Consists of 7 components:
1. Designation of a responsible individual

2. Employee compliance with safety and health regulations
3. Communication of safety and health information to employees
   i. Safety and health information is communicated by MPS Administrative bulletins, memorandums, Safety Alerts, written programs and policies.
   ii. Site administrators must provide employees with these documents by:
      1. posting on employee bulletin boards
      2. in-service training and new employee orientation
   iii. Employees are required to review information as applies to job classification.
4. Workplace hazard assessment and correction
   i. Conduct safety inspections
   ii. Correct hazards immediately
   iii. Mitigate, tag or barricade hazards not corrected immediately
5. Accident investigation and reporting
   i. Provide first aid or medical treatment to injured or ill personnel
   ii. Investigate the accident and accident site
   iii. Interview employees and witnesses
   iv. Complete an accident investigation report
   v. Implement actions to prevent accident recurrence
   vi. Site administrators, supervisors or designee must notify Cal/OSHA within <u>8 hours to report serious injuries</u> (death, amputation, permanent disfigurement, hospitalization for more than 24 hours for other than observation, or multiple worker injuries requiring hospitalization.) illnesses or death of an employee
6. Employee training
   i. Supervisors must train their employees on MPS safety policies and procedures; safe work practices; and provide specific training on hazards unique to the employee's job.
   ii. All safety training must be documented on the "Health and Safety Training Form" that MPS Home office will make available and filed at each site.
   iii. Supervisors must retrain employees with new job assignments or whenever new substances, processes, procedures or equipment are introduced to the workplace.
7. Recordkeeping (Following documents must be kept at least for 5 years)
   i. Safety Inspection reports
   ii. Regulatory citations (report all citations immediately to the Office of Environmental Health and Safety)
   iii. Corrective Action Notices (issued by Office of Environmental Health and Safety)
   iv. Safety Committee meeting minutes
   v. Employee Injury/Accident Investigation reports
   vi. Workers' compensation claim reports
   vii. Employee health and safety training record

**_Impact:_**

With the approval of this IIPP the MPS will be compliant with the state requirements and each site will have appropriate action steps and tasks delineated under certain assigned staff members. This will make our sites safer and ready to respond in unexpected situations.

*__Budget Implications:__*

The proposed IIPP currently does not require any funding at this point.

- Legal Review: The IIPP Plan is prepared and reviewed by the YMC as the legal firm of MPS

*__Exhibits:__*

- Appendix 1: Magnolia Public Schools Safety Manual and Injury and Illness Prevention Program with COVID-19 Prevention Procedures

# SAFETY MANUAL
# &
# INJURY AND ILLNESS PREVENTION PROGRAM

250 E. 1st Street, Suite 1500
Los Angeles, CA 90012

Phone: (213) 628-3634

Website: www.magnoliapublicschools.org

# ACKNOWLEDGMENT OF RECEIPT OF SAFETY MANUAL & INJURY AND ILLNESS PREVENTION PROGRAM

PLEASE READ THE EMPLOYEE SAFETY MANUAL & INJURY AND ILLNESS PREVENTION PROGRAM AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE CHIEF OPERATIONS OFFICER.

EMPLOYEE NAME: _____

This is to certify that I have received a copy of Magnolia Public Schools ("MPS") Safety Manual & Illness and Injury Prevention Program. I have read this document, understand it, and will comply with it while working for the School.

I understand that failure to abide by these rules may result in disciplinary action and possible termination of my employment with MPS.

I also understand that I am to report any injury to my Supervisor or Manager immediately and report all safety hazards.

I further understand that I have the following rights.

● I am not required to work in any area I feel is not safe.

● I am entitled to information on any hazardous material or chemical I am exposed to while working.

● I am entitled to see a copy of the MPS Safety Manual & Injury and Illness Prevention Program.

● I will not be discriminated against for reporting safety concerns.

Employee's Signature: _____ Date: _____

## Please sign/date, tear out, and return to the Chief Operations Officer.

# Table of Contents

# Policy Statement on Safety

The safety and health of each Magnolia Public Schools ("MPS") employee is of primary importance to us. We are committed to maintaining a safe and healthful working environment, and to achieve this goal, we have developed and implemented this comprehensive Safety Manual and Injury and Illness Prevention Program ("Manual"). This Manual is designed to prevent workplace accidents, injuries, and illnesses. A complete copy of the program is maintained at our office at 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012. You may ask to review it at any time. You may also contact our Chief Operations Officer at (213) 628-3634, if you have any questions or concerns.

It is the intent of MPS to comply with all laws relating to occupational safety and health. Management will provide all necessary safeguards, programs, and equipment required to reduce the potential for accidents and injuries. To further increase workplace safety, we require the active participation and assistance of all employees. The policies and procedures contained in this Manual are mandatory. You should also be constantly aware of conditions in all work areas that can produce injuries or illness. No employee is required to work at a job that he or she knows is not safe. Never hesitate to inform your supervisor of any potentially hazardous situation or condition that is beyond your ability or authority to correct immediately. No employee will be discriminated against for reporting safety concerns to management.

It is the responsibility of each employee to support the company safety program and to perform in a manner that assures his or her own personal safety and the safety of others, including customers, visitors and other trades. To be successful in our endeavor, all employees on every level must adopt proper attitudes towards injury and illness prevention. We must also cooperate in all safety and health matters, not only between management and employees, but also between each employee and his or her respective coworkers. Only through such an effort can any safety program be successful. Our objective is a safety and health program that will reduce the total number of injuries and illnesses to an absolute minimum. Our ultimate goal is zero accidents.

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Suat Acar, Chief Operations Officer

# Code of Safe Practices

## General Safety Rules

1. Immediate Reporting and Response:
    ○ All persons shall follow this Code of Safe Practices and render every possible aid to safe operations.
    ○ Employees and students must immediately report any unsafe conditions, accidents, injuries, or illness to their Supervisor, Manager, or designated school official.

2. Prohibition of Working Under Impairment:
    ○ No one shall be knowingly permitted to work while the employee's or student's ability or alertness is impaired by fatigue, illness, and prescription or over-the-counter drugs. Employees and students suspected of being under the influence of illegal or intoxicating substances or impaired by fatigue or illness shall be prohibited from working or attending classes.

3. Maintaining a Safe Environment:
    ○ Horseplay, scuffling, fighting, and other acts adversely influencing workplace and school safety or well-being are prohibited.
    ○ Keep the work and school areas clean and free of debris, electrical cords, and other hazards. Immediately clean up spilled liquids.
    ○ Do not block exits, fire doors, aisles, fire extinguishers, first aid kits, emergency equipment, electrical panels, or traffic lanes.
    ○ Do not leave tools, materials, or other objects on the floor that might cause others to trip and fall.

4. Proper Equipment Use:
    ○ Do not operate unfamiliar equipment or attempt to use such equipment until you are fully trained and authorized.
    ○ Ensure all safety guards are operable and in place. If they are not, STOP working and inform your Supervisor or designated school official.
    ○ MPS will appropriately label equipment NOT to be operated, energized, or used. All such notices and procedures must be observed and obeyed.

5. Emergency Procedures:
    ○ Familiarize yourself with the school's emergency procedures, including evacuation routes and assembly points.
    ○ Participate in regular safety drills and follow instructions from safety officials during emergencies.
    ○ Notify all other individuals in your area who might be endangered by the work you are doing.

6. Security Measures:

- ○ Never bring firearms, weapons, illegal drugs, or alcoholic beverages on school grounds.
- ○ Be aware of and comply with the school's security camera policies and protocols.
- ○ Report any suspicious activities or security concerns to school authorities immediately.

7. Mental Health and Wellness:
    - ○ Be aware of the resources available for mental health support, including counseling services and peer support programs.
    - ○ Report any signs of mental distress or bullying to designated school officials.
    - ○ Participate in training and awareness programs on mental health and wellness.

8. Behavioral Expectations:
    - ○ Follow the school's behavioral policies, including anti-bullying and harassment guidelines.
    - ○ Engage in respectful and positive interactions with others in the school community.
    - ○ Report any behavioral concerns to the appropriate school authorities.

9. Training and Authorization:
    - ○ Ensure you receive proper training and authorization before performing tasks or using equipment.
    - ○ Attend all required safety training sessions and refreshers as mandated by the school.

## Specific Safety Practices

1. Hazardous Materials Handling:
    - ○ Cleanse thoroughly after handling hazardous substances and follow special instructions from authorized sources.
    - ○ Do not use gasoline or other flammable liquids for cleaning purposes.

2. Confined Spaces and Ignition Sources:
    - ○ Do not enter manholes, underground vaults, chambers, tanks, silos, or other similar places that receive little ventilation unless it has been determined that it is safe to enter.
    - ○ No burning, welding, or other ignition sources shall be applied to any enclosed tank or vessel until it has been determined that no possibility of explosion exists and authority for the work is obtained from the Supervisor or Manager.

## Campus Safety

1. Awareness and Reporting:
    - ○ Be vigilant and aware of unknown persons loitering in parking areas, walkways, entrances and exits, and service areas.
    - ○ Report any suspicious persons, activities, or objects to the school administration immediately.

- Familiarize yourself with the school's emergency contact numbers and procedures for reporting security concerns.

2. Securing Personal and School Property:
   - Employee desks or offices should be secured at the end of the day. Ensure that all doors and windows are locked.
   - When leaving your work area for an extended period, do not leave valuable or personal articles unattended. Secure them in a locked drawer or cabinet.
   - Use school-provided storage solutions for personal belongings to prevent theft or loss.

3. Key and Access Control:
   - Employees must immediately notify the school administration if keys are missing or security access codes or passes have been breached.
   - Follow the school's protocol for issuing and returning keys and access cards. Ensure that all access tools are accounted for and used responsibly.
   - Do not share your access codes or keys with unauthorized individuals.

4. Emergency Procedures:
   - Know the location of emergency exits, fire alarms, and safety equipment, such as fire extinguishers and first aid kits.
   - Participate in regular safety drills and follow the instructions of emergency personnel during an actual event.
   - Keep pathways and exits clear of obstructions to ensure quick evacuation if needed.

5. Use of Security Cameras:
   - Be aware of and comply with the school's security camera policies designed to enhance campus safety.
   - Security cameras are placed in public areas to monitor and record activities for the safety and security of all campus individuals. Report any issues with security cameras to the administration.

6. Visitor Management:
   - All visitors must check in at the main office and wear a visitor badge on campus. Employees should ensure that visitors are escorted or monitored while on school grounds.
   - Challenge and report any unescorted or unidentified individuals on campus to the school administration.

7. Safety Communication:
   - Stay informed about campus safety updates and attend any safety briefings or training sessions the school provides.
   - Use established communication channels to report safety concerns or incidents promptly. Maintain clear and open communication with school administration regarding safety issues.

8. Cybersecurity:
   - Protect your computer and other digital devices with strong passwords, and log out when not in use.
   - Report any cybersecurity threats, such as phishing emails or suspicious online activities, to the school's IT department.

- Follow the school's policies on using technology and the internet to prevent security breaches.
9. Collaboration and Training:
    - Collaborate with school administration and safety personnel to identify potential safety risks and develop mitigation strategies.
    - To stay prepared for any situation, participate in regular training on campus safety, emergency response, and incident reporting.
    - Encourage a culture of safety and vigilance among staff and students by leading by example and promoting best practices.

# General Duties and Responsibilities for Safety

A safe working environment can only be achieved and maintained with active interest, participation, and accountability at all organizational levels. To ensure this, MPS delegates the following safety duties by job title. This list is not exhaustive; employees may need to perform additional safety duties to prevent accidents.

Executive Management Responsibilities
1. Policy and Planning:
    - Plan, organize, and administer the safety program by establishing policies, setting goals and objectives, assigning responsibility, motivating subordinates, and monitoring results.
    - Provide clear understanding and direction to all management and employees regarding the importance of safety through developing, implementing, monitoring, and revising policies and procedures.
    - Ensure adequate funds are budgeted for necessary safety materials, personal protective equipment, employee safety training, and tool and equipment maintenance.

2. Program Oversight:
    - Oversee the development, implementation, and maintenance of the Injury and Illness Prevention Program (IIPP) and other required safety programs.
    - Maintain an organizational commitment to accident prevention by expecting safe conduct from all managers, supervisors, and employees.
    - Hold all levels of management and employees accountable for accident prevention and safety.
    - Review all accident investigations to determine corrective action and ensure lessons are learned and applied.

Managers and Supervisors' Responsibilities
1. Enforcement and Compliance:
    - Enforce all safety rules and ensure safe work procedures are followed.
    - Verify that corrective actions have been taken regarding safety hazards and accident investigations.
    - Become familiar with local, state, and federal safety regulations and ensure compliance.

2. Safety Leadership:
   - Conduct periodic documented inspections of school sites to identify and correct unsafe actions and conditions that could cause accidents.
   - Act as leaders in school safety policy, setting a good example by following all safety rules and encouraging others to do the same.
   - Communicate with all employees about safety and accident prevention activities, maintaining an open line of communication.

3. Incident Response:
   - Investigate all injuries and accidents to determine their cause and implement potential corrective actions.
   - Ensure proper first aid and firefighting equipment is maintained and used when conditions warrant.
   - Maintain good housekeeping conditions at all times to prevent accidents.
   - Ascertain that all injuries requiring medical attention are properly treated and promptly reported to the office.

Employee Responsibilities
1. Personal Responsibility:
   - Work safely to protect oneself and fellow workers.
   - Read and abide by all safety requirements and protocols.
   - Report all accidents and injuries, no matter how minor, to a supervisor immediately.
   - Report any safety hazards or defective equipment immediately to a supervisor.
   - Never possess or be under the influence of alcohol or controlled substances while on school premises.
   - Never engage in horseplay or fighting, as these behaviors compromise safety.

2. Participation in Safety Programs:
   - Participate in and actively support the school safety program.
   - Attend all required safety training sessions and refreshers as mandated.
   - Follow established emergency procedures during drills and actual emergencies.
   - Use personal protective equipment as required and ensure it is in good condition.

3. Proactive Safety Measures:
   - Maintain a clean and hazard-free work area.
   - Assist in identifying and mitigating potential safety hazards.
   - Support colleagues in adhering to safety protocols and encourage a culture of safety.

Additional Safety Measures
1. Campus Security:
   - Be vigilant and immediately report any suspicious activities or persons on campus to the school administration.

- ○ Ensure all personal and school property is secured, especially when leaving work areas unattended.
- ○ Follow the school's key and access control protocol, immediately reporting breaches.

2. Emergency Preparedness:
   - ○ Know the location of emergency exits, fire alarms, and safety equipment, and participate in regular safety drills.
   - ○ Familiarize yourself with the school's emergency contact numbers and procedures for reporting security concerns.
   - ○ Ensure clear and effective communication during emergencies by following established protocols.

# Office Safety

Office accidents can and do happen. To prevent them, MPS has developed the following rules for our office staff. We will also endeavor to include office employees in periodic safety meetings. If at any time, you feel there is a safety hazard, or you have any safety concerns, please do not hesitate to notify the Chief Operations Officer.

1. Report all accidents and injuries, no matter how minor, to your Supervisor immediately.

2. Correct or report any safety hazards that you observe.

3. Clean up any spilled material that may present a slipping hazard.

4. Do not stretch any cords across aisles that may present a tripping hazard.

5. No one is allowed to climb on shelves or stand on chairs; you must use a step stool or ladder.

6. Keep all legs of the chair on the floor. Do not tilt chairs too far back.

7. No one shall be in the possession of, or under the influence of, alcohol or other intoxicating substances while on the premises.

8. No horseplay will be tolerated.

9. Close file drawers when not in use.

10. Do not open more than one file drawer at a time. This could cause the cabinet to tip.

11. Do not store heavy objects above your head that could fall on you in an earthquake.

12. Do not store flammable or combustible materials near heaters or other heat sources.

13. If you are unsure how to do any task safely, ask your supervisor.

14. Do not operate any equipment you are not trained and authorized to use.

15. Always follow safe lifting procedures when lifting any object and get help for heavy loads by doing the following:

- Bend your knees, not your back.
- Keep the load close to the body.
- Keep your back straight.
- Lift with your legs.
- Do not lift and twist.

# Office Ergonomics

Studies have shown over the years that poorly designed and arranged work areas and repetitive motions can lead to a variety of injuries including carpal tunnel syndrome and tendonitis, which are often referred to as repetitive motion injuries ("RMI"). As with cancer, heart disease, and many other ailments, there are risk factors that increase an individual's likelihood of developing RMI. If the risk factors are reduced, so are the chances of being injured. While some of these risk factors, such as family history, cannot be controlled in the employment setting, many can, including:

- The force used to perform a task;
- Posture while performing tasks;
- The number of repetitions performed in a given time period; and
- Mechanical stresses such as hard surfaces.

Proper Adjustments to Office Equipment

The most significant RMI risk factor in office environments is poor body posture caused by improper workstation design or layout. In many cases employees are required to work in awkward positions for long periods of time. This greatly increases the likelihood of injury. Fortunately, this is often the easiest problem to correct. The goal is to perform work in neutral posture as much as possible. Neutral posture is best described as the most comfortable position and usually involves little or no twisting or deviation of the joints.

Sedentary employees are encouraged to contact Human Resources or a designated Safety Coordinator to ensure that their workstations allow for neutral posture, with respect to the position of the employee's chair, computer keyboard, desk, computer monitor, and work product.

# Hazardous Materials and Chemicals Communication Program

It is the policy of MPS that the first consideration of work shall be the protection of the safety and health of all employees. We have developed this Hazard Communication Program to ensure that materials which have been prohibited from use at public schools are not used at our school sites, and to ensure that all employees receive adequate information about the possible hazards that may result from the various materials found in our facility or used in our operations. This Hazard Communication Program will be monitored by the Chief Operations Officer, who will be responsible for ensuring that all facets of the program are carried out, and that the program is effective.

The following are a few of the common materials regulated by the program:[1]

- Asbestos-containing materials;
- Lead-containing materials;
- Pesticides, including antimicrobial sanitizers and disinfectants;
- Cleaning products and air purifiers; and
- Art supplies.

Hazardous Material Inventory

The Chief Operations Officer maintains a list of all hazardous materials used in our operations or present in our facility. This list contains the name of the product, the type of product (cleaner, disinfectant, solvent, adhesive, pesticide, etc.) and the name and address of the manufacturer. Any toxic chemicals that are prohibited from use at a public school shall be removed from the inventory. Examples of such chemicals are certain pesticides and art supplies.

Material Safety Data Sheets ("MSDS")

Copies of MSDS for all hazardous substances to which our employees may be exposed, if any, will be kept in a binder in the office at 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012. These MSDS are available to all employees, at any reasonable time, upon request. Copies of the most commonly used products will also be kept by the Supervisor at the work site.

The Chief Operations Officer will be responsible for reviewing incoming MSDS for new and significant health/safety information. They will ensure that any new information is passed on to the affected employees.

The Chief Operations Officer will also review all incoming MSDS for completeness. If an MSDS is missing or obviously incomplete, a new MSDS will be requested from the manufacturer. The

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[1] Please note that the following items are not included in the program: foods, drugs, cosmetics or tobacco; untreated wood products; hazardous waste; and certain consumer products packaged for sale to and use by the general public, provided that our exposure is not significantly greater than typical consumer exposure.

California Occupational Safety and Health Administration ("Cal/OSHA") will be notified if a complete MSDS is not received and the manufacturer will not supply one.

New materials will not be introduced into a school site until a MSDS has been received. The purchasing department will make it an ongoing part of their function to obtain MSDS for all new materials when they are first ordered.

Container Labeling

All containers of hazardous substances must be correctly labeled and the label must be legible.

The label must contain:

● The chemical name of the contents;
● The appropriate hazard warnings; and
● The name and address of the manufacturer.

All secondary containers will be labeled as to their contents with a reference to the original label.

Employee Information and Training

All employees will be provided information and training on Integrated Pest Management in accordance with the Healthy Schools Act of 2000.

Hazardous Non-Routine Tasks

Infrequently, employees may be required to perform hazardous non-routine tasks. Prior to starting this work, each involved employee will be given information by his/her supervisor about hazards to which they may be exposed during such activity.

This information will include:

● The specific hazards;
● Protective/safety measures which must be utilized; and
● The measures the organization has taken to lessen the hazards, including special ventilation, respirators, the presence of another employee, emergency procedures, etc.

Informing Outside Contractors and Vendors

To ensure that outside contractors are not exposed to our hazardous materials, and to ensure the safety of the contractor's employees, it will be the responsibility of the Supervisor to provide outside contractors the following information:

● The hazardous substances under our control that they may be exposed to while at the work site; and

● The precautions the contractor's employees must take to lessen the possibility of exposure.

We will obtain from outside contractors and vendors the name of any hazardous substances the contractor's employees may be using at a work site or bringing into our facility. The contractor must also supply a copy of the material safety data sheet relevant to these materials.

<u>Employee Rights Under the Hazard Communication Standard</u>

At any reasonable time, an employee has the right, upon request, to:

● Access the MSDS folder, and the Hazard Communication Program;

● Receive a copy of any environmental sampling data collected in the workplace; and

● See his/her employment medical records.

# Hazard Identification and Evaluation

The following procedures are to assist in the identification and correction of hazards. These procedures are representative only and are not exhaustive of all the measures and methods that will be implemented to guard against injury from recognized and potential hazards in the workplace. As new hazards are identified and improved work procedures developed, they will be promptly incorporated into our Safety Manual.

<u>Accident Investigations</u>

All accidents and injuries will be investigated in accordance with the guidelines contained in this program. Accident investigations will focus on all causal factors and corrective action including the identification and correction of hazards that may have contributed to the accident.

<u>Employee Suggestions</u>

Employees are encouraged to report any hazard they observe to their supervisor. No employee of MPS will ever be disciplined or discharged for reporting any workplace hazard or unsafe condition in good faith. However, employees who do NOT report potential hazards or unsafe conditions that they are aware of will be subject to disciplinary action.

<u>Periodic Safety Inspections</u>

Periodic safety inspections ensure that physical and mechanical hazards are under control and identify situations that may become potentially hazardous. Inspections shall include a review of the work habits of employees in all work areas. These inspections will be conducted by the Chief Operations Officer or other designated individual.

Periodic safety inspections will be conducted:

● When new substances, process, procedures or equipment are used;

● When new or previously unrecognized hazards are identified; and

● Periodically by the Safety Coordinator.

<u>Documentation of Inspections</u>

Safety inspections will be documented to include the following:

● Date on which the inspection was performed;

● The name and title of person who performed the inspection;

● Any hazardous conditions noted or discovered and the steps or procedures taken to correct them; and

● Signature of the person who performed the inspection.

All reports shall be kept on file for a minimum of two (2) years.

# Hazard Correction

The following procedures will be used to evaluate, prioritize and correct identified safety hazards. Hazards will be corrected in order of priority, with the most serious hazards being corrected first.

<u>Hazard Evaluation</u>

Factors that will be considered when evaluating hazards include:

● Potential severity (the potential for serious injury, illness or fatality);

● Likelihood of exposure (the probability of the employee coming into contact with the hazard);

● Frequency of exposure (how often employees come into contact with the hazard);

● Number of employees exposed;

● Possible corrective actions (what can be done to minimize or eliminate the hazard); and

● Time necessary to correct (the time necessary to minimize or eliminate the hazard).

<u>Techniques for Correcting Hazards</u>

1. **Engineering Controls**: Could include machine guarding, ventilation, noise reduction at the source, and provision of material handling equipment. These are the first and preferred methods of control.

2. **Administrative Controls**: The next most desirable method would include rotation of employees or limiting exposure time.

3. **Personal Protective Equipment**: Includes hard hats, hearing protection, respirators and safety glasses, where necessary. These are often the least effective controls for hazards and should be relied upon only when other controls are impractical.

Documentation of Corrective Action

All corrective action taken to mitigate hazards should be documented. Depending on the circumstances, one of the following forms should be used:

● Safety Contact Report;

● Safety Meeting Report;

● Memorandum or letter; or

● Safety inspection form.

All hazards noted on safety inspections will be rechecked on each subsequent inspection and notations made as to their status.

# Bloodborne Pathogen Exposure Control Plan

The Chief Operations Officer, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace.

The Chief Operations Officer shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. Employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered hepatitis B vaccination.

The Chief Operations Officer, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure to bloodborne pathogens may request to be included in the Charter School's employee in-service training and hepatitis B vaccination program voluntarily. Any such request should be submitted to the Chief Operations Officer, or designee, who shall evaluate the request and respond with his/her decision. The Chief Operations Officer, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

# Safety Communication

This section establishes procedures designed to develop and maintain employee involvement and interest in the Safety Manual and IIPP. These activities will also ensure effective communication between management and employees on safety related issues that are of prime importance to MPS.

The following are some of the safety communication methods that may be used:

1. Periodic safety meetings with employees that encourage participation and open, two-way communication.

2. New employee safety orientation and provision of the Code of Safe Practices (found on p. 2 of this IIPP).

3. Provision and maintenance of employee bulletin boards discussing safety issues, accidents, and general safety suggestions.

4. Written communications from management or any designated Safety Coordinator, including memos, postings, payroll stuffers, and newsletters.

5. Anonymous safety suggestion program.

Employees will be kept advised of highlights and changes relating to the safety program. Management shall relay changes and improvements regarding the safety program to employees, as appropriate. Employees will be involved in future developments and safety activities, by requesting their opinions and comments, as necessary.

All employee-initiated safety related suggestions shall be properly answered, either verbally or in writing, by the appropriate level of management. Unresolved issues shall be relayed to the Chief Operations Officer.

All employees are encouraged to bring any safety concerns they may have to the attention of management. MPS will not discriminate against any employee for raising safety issues or concerns.

MPS also has a system of anonymous notification whereby employees who wish to inform the company of workplace hazards without identifying themselves may do so by phoning or sending written notification to the following address:

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ATTN: Chief Operations Officer
Magnolia Public Schools
250 E. 1st Street, Suite 1500
Los Angeles, CA 90012
Phone: (213) 628-3634
Fax: (714) 362-9588

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## Employee Safety Training

MPS is committed to instructing all employees in safe and healthy work practices. Awareness of potential hazards, as well as knowledge of how to control them, is critical to maintaining a safe and healthful work environment and preventing injuries. To achieve this goal, we will provide

training to each employee on general safety issues and safety procedures specific to that employee's work assignment.

Such training provides the following benefits:

● Makes employees aware of job hazards;

● Teaches employees to perform jobs safely;

● Promotes two (2) way communication;

● Encourages safety suggestions;

● Creates interest in the safety program; and

● Fulfills Cal/OSHA requirements.

Every new employee will be given instruction by his/her Supervisor in the general safety requirements of their job. A copy of our Code of Safe Practices shall also be provided to each employee.

Managers, Supervisors, and employees will be trained at least twice per year on various accident prevention topics.

Employee training will be provided at the following times:

1.  All new employees will receive a safety orientation their first day on the job.

2.  All new employees will be given a copy of this Manual (which includes our Code of Safe Practices) and will be required to read and sign for it.

3.  All employees given a new job assignment for which training has not been previously provided will be trained before beginning the new assignment.

4.  Whenever new substances, processes, procedures or equipment that represent a new hazard are introduced into the workplace.

5.  Whenever MPS is made aware of a new or previously unrecognized hazard.

6.  Whenever management believes that additional training is necessary.

7.  After all of the serious accidents.

8.  When employees are not following safe work rules or procedures.

Training topics will include, but not be limited to:

● Employee's safety responsibility;

● General safety rules;

● Code of Safe Practices;

● Safe job procedures;

● Ergonomics;

● Use of safety equipment;

● Emergency procedures;

● Safe lifting and material handling practices; and

● Contents of safety program

● COVID-19 prevention topics

The following training method should be used:

● **Tell them** how to do the job safely;

● **Show them** how to do the job safely;

● **Have them tell you** how to do the job safely;

● **Have them show you** how to do the job safely; and

● **Follow up** to ensure they are still performing the job safely.

Actual demonstrations of the proper way to perform a task are very helpful in most cases.

# Emergency Medical Services and First Aid

MPS will ensure the availability of emergency medical services for its employees at all times. We will also ensure the availability of a suitable number of appropriately trained persons to render first aid. The Chief Operations Officer will maintain a list of trained individuals and take steps to provide training for those that desire it.

First-Aid Kits

Every work site shall have access to at least one first-aid kit in a weatherproof container. The first-aid kit will be inspected regularly to ensure that it is well stocked, in sanitary condition, and any used items are promptly replaced. The contents of the first-aid kit shall be arranged to be quickly found and remain sanitary. First-aid dressings shall be sterile and in individually sealed packages.

At a minimum, the following first-aid supplies shall be kept:

**Type of Supply Required by Number of Employees**

| Type of Supplies | Number of Employees | | | |
|---|---|---|---|---|
| | 1-5 | 6-15 | 16-200 | 200+ |
| Adhesive dressings | X | X | X | X |
| Adhesive tape rolls, 1-inch wide | X | X | X | X |
| Eye dressing packet | X | X | X | X |
| 1-inch gauze bandage roll or compress | | X | X | X |
| 2-inch gauze bandage roll or compress | X | X | X | X |
| 4-inch gauze bandage roll or compress | | X | X | X |
| Sterile gauze pads, 2-inch square | X | X | X | X |
| Sterile gauze pads, 4-inch square | X | X | X | X |
| Sterile surgical pads suitable for pressure dressings | | | X | X |
| Triangular bandages | X | X | X | X |
| Safety pins | X | X | X | X |
| Tweezers and scissors | X | X | X | X |
| Cotton-tipped applicators* | | | X | X |
| Forceps* | | | X | X |
| Emesis basin* | | | X | X |
| Flashlight* | | | X | X |
| Magnifying glass* | | | X | X |
| Portable oxygen and its breathing equipment* | | | | X |
| Tongue depressors* | | | | X |
| Appropriate record forms* | X | X | X | X |
| First-aid textbook, manual or equivalent* | X | X | X | X |

*To be readily available but not necessarily within the first-aid kit.*

Drugs, antiseptics, eye irrigation solutions, inhalants, medicines, or proprietary preparations shall not be included in MPS first-aid kits unless specifically approved, in writing, by an employer-

authorized, licensed physician. Other supplies and equipment, if provided, shall be in accordance with the documented recommendations of an employer-authorized licensed physician upon consideration of the extent and type of emergency care to be given based upon the anticipated incidence and nature of injuries and illnesses and availability of transportation to medical care.

First Aid

The designated first aid person on each site will be available at all times to render appropriate first aid for injuries and illnesses.  Proper equipment for the prompt transportation of the injured or ill person to a physician or hospital where emergency care is provided, or an effective communication system for contacting hospitals or other emergency medical facilities, physicians, ambulance and fire services, shall also be furnished. The telephone numbers of the following emergency services in the area shall be posted near the job telephone, or otherwise made available to the employees where no job site telephone exists:

1.  A company authorized physician or medical clinic, and at least one alternate if available;
2.  Hospitals;
3.  Ambulance services; and
4.  Fire-protection services.

Prior to the commencement of work at any site, the Supervisor or Manager shall locate the nearest preferred medical facility and establish that transportation or communication methods are available in the event of an employee injury.

Each employee shall be informed of the procedures to follow in case of injury or illness through our new employee orientation program, Code of Safe Practices, and safety meetings.

Where the eyes or body of any person may be exposed to injurious or corrosive materials, suitable facilities for drenching the body or flushing the eyes with clean water shall be conspicuously and readily accessible.

Accident Procedures

These procedures are to be followed in the event of an employee injury in the course of employment.

1.  **For severe accidents call 911 and request the paramedics.**

2.  **Employees must report all work-related injuries to their supervisor immediately, even if they do not feel that it requires medical attention.**  Failure to do so may delay Workers' Compensation benefits, and the employee may face disciplinary action.

3.  The supervisor, employee, and first aid person should determine whether or not outside medical attention is needed.  When uncertainty exists on the part of any individual, the employee should be sent for professional medical care.

4. If medical attention is not desired or the employee refuses treatment, you must still fill out a MPS Accident Report in case complications arise later.

5. In all cases, if the employee cannot transport himself or herself for any reason, transportation should be provided.

6. In the event of a serious accident involving hospitalization for more than twenty-four (24) hours, amputation, permanent disfigurement, loss of consciousness or death, phone contact should be made with the office at (213) 628-3634. Contact must also be made with the nearest Cal/OSHA office within eight (8) hours.

# Accident Investigation

The Chief Operations Officer, or designee, will investigate all work-related accidents in a timely manner. This includes minor incidents and "near accidents," as well as serious injuries. An accident is defined as any unexpected occurrence that results in injury to personnel, damage to equipment, facilities, or material, or interruption of normal operations.

Responsibility for Accident Investigation

Immediately upon being notified of an accident, the Chief Operations Officer or designee shall conduct an investigation. The purpose of the investigation is to determine the cause of the accident and corrective action to prevent future reoccurrence, not to fix blame or find fault. An unbiased approach is necessary in order to obtain objective findings.

The Purpose of Accident Investigations

● To prevent or decrease the likelihood of similar accidents.

● To identify and correct unsafe work practices and physical hazards. Accidents are often caused by a combination of these two factors.

● To identify training needs. This makes training more effective by focusing on factors that are most likely to cause accidents.

What Types of Incidents Do We Investigate?

● Fatalities

● Serious injuries

● Minor injuries

● Property damage

● Near misses

Procedures for Investigation of Accidents

Immediately upon being notified of an accident the Chief Operations Officer or designee will:

1. Visit the accident scene, as soon as possible, while facts and evidence are still fresh and before witnesses forget important details and to make sure hazardous conditions to which other employees or customers could be exposed are corrected or have been removed.

2. Provide for needed first aid or medical services for the injured employee(s).

3. If possible, interview the injured worker at the scene of the accident and verbally "walk" him or her through a re-enactment. All interviews should be conducted as privately as possible.

Interview all witnesses individually and talk with anyone who has knowledge of the accident, even if they did not actually witness it.

4.  Report the accident to the office at (213) 628-3634.  Accidents will be reported by the office to the insurance carrier within twenty-four (24) hours.  All serious accidents will be reported to the carrier as soon as possible.

5.  Consider taking signed statements in cases where facts are unclear or there is an element of controversy.

6.  Thoroughly investigate the accident to identify all accident causes and contributing factors. Document details graphically. Use sketches, diagrams and photos as needed. Take measurements when appropriate.

7.  All accidents involving death, disfigurement, amputation, loss of consciousness or hospitalization for more than twenty-four (24) hours must be reported to Cal/OSHA immediately.

8.  Focus on causes and hazards. Develop an analysis of what happened, how it happened, and how it could have been prevented. Determine what caused the accident itself, not just the injury.

9.  Every investigation must also include an action plan that includes an assessment of how such accidents be prevented in the future.

10. In the event a third party or defective product contributed to the accident, save any evidence as it could be critical to the recovery of claim costs.

Accurate & Prompt Investigations

- Ensures information is available
- Causes can be quickly corrected
- Helps identify all contributing factors
- Reflects management concern
- Reduces chance of recurrence

Investigation Tips

- Avoid placing blame
- Document with photos and diagrams, if needed
- Be objective, get the facts
- Reconstruct the event

● Use open-ended questions

Questions to Ask

When investigating accidents, asking open-ended questions beginning with "who," "what," "when," "where," "why," and "how" will provide more information than closed-ended questions such as, "Were you wearing gloves?"

Examples include:

● How did it happen?
● Why did it happen?
● How could it have been prevented?
● Who was involved?
● Who witnessed the incident?
● Where were the witnesses at the time of the incident?
● What was the injured worker doing?
● What was the employee working on?
● When did it happen?
● When was the accident reported?
● Where did it happen?
● Why was the employee assigned to do the job?

**The single, most important question that must be answered as the result of any investigation is: "What do you recommend be done (or have you done) to prevent this type of incident from recurring?"**

Once the Accident Investigation is Completed

● Take or recommend corrective action.
● Document corrective action.
● Chief Operations Officer, Human Resources, and any designated Safety Coordinator will review the results of all investigations.
● Consider safety program modifications.
● Information obtained through accident investigations can be used to update and improve our current program.

# COVID-19 Prevention

<u>Scope</u>

Pursuant to Title 8, Division 1, Chapter 4, Section 3205 of the Code of California Regulations, California employers are required to address COVID-19 as a workplace hazard in their written Injury and Illness Prevention Program or in a separate document.

This part of the Charter School's Injury and Illness Prevention Program sets forth the procedures the Charter School will take to prevent the spread of COVID-19. This part takes the place of any previously prepared COVID-19 Addendum to the Charter School's Injury and Illness Prevention Program.

COVID-19 hazard prevention shall be provided in addition to the training for avoidance of other workplace illnesses and injuries as provided in this Manual. All procedures provided in this Manual for identifying and correcting workplace health hazards shall be implemented to identify and correct the possible spread of COVID-19 in the workplace.

This part of the Injury and Illness Prevention Program applies to all employees and places of employment, except
- (A) Work locations with one employee who does not have contact with other persons;
- (B) Employees working from home;
- (C) Employees with occupational exposure as defined by section 5199 (Aerosol Transmissible Diseases standards), when covered by that section;
- (D) Employees teleworking from a location of the employee's choice, which is not under the control of the employer.

This part of the Injury and Illness Prevention Program only applies wherever more protective or stringent state or local health department orders or guidance do not apply. In addition to including COVID-19 among the workplace health and safety hazards this Manual is designed to minimize, the Charter School shall also implement the COVID-19 Prevention Procedures that follow.

<u>Definitions</u>

The following definitions apply to this part of the Injury and Illness Prevention Program.

**"Close Contact"** means the following, unless otherwise defined by regulation or order of the California Department of Public Health (CDPH), in which case the CDPH definition shall apply:
- (A) In indoor spaces of 400,000 or fewer cubic feet per floor, a close contact is defined as sharing the same indoor airspace as a COVID-19 case for a cumulative total of 15 minutes or more over a 24-hour period during the COVID-19 case's infectious period, as defined by this section, regardless of the use of face coverings.
- (B) In indoor spaces of greater than 400,000 cubic feet per floor, a close contact is defined as being within six feet of the COVID-19 case for a cumulative total of 15 minutes or more over a 24-hour period during the COVID-19 case's infectious period, as defined by this section, regardless of the use of face coverings

(C) Offices, suites, rooms, waiting areas, break or eating areas, bathrooms, or other spaces that are separated by floor-to-ceiling walls shall be considered distinct indoor spaces.

EXCEPTION: Employees have not had a close contact if they wore a respirator required by the employer and used in compliance with section 5144 whenever they would otherwise have had a close contact under subsections 3205(b)(1)(A) or (b)(1)(B).

"**COVID-19**" (Coronavirus Disease 2019) means the disease caused by SARS-CoV-2 (severe acute respiratory syndrome coronavirus 2).

"**COVID-19 case**" means a person who:
- (A) Has a positive COVID-19 test; or
- (B) Has a positive COVID-19 diagnosis from a licensed health care provider; or
- (C) Is subject to a COVID-19-related order to isolate issued by a local or state health official; or
- (D) Has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

"**COVID-19 hazard**" means potentially infectious material that may contain SARS-CoV-2, the virus that causes COVID-19. Potentially infectious materials include airborne droplets, small particle aerosols, and airborne droplet nuclei, which most commonly result from a person or persons exhaling, talking or vocalizing, coughing, or sneezing, or from procedures performed on persons which may aerosolize saliva or respiratory tract fluids.

"**COVID-19 symptoms**" means fever of 100.4 degrees Fahrenheit or higher, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, unless a licensed health care professional determines the person's symptoms were caused by a known condition other than COVID-19.

"**COVID-19 test**" means a test for SARS-CoV-2 that is:
- (A) Cleared, approved, or authorized, including in an Emergency Use Authorization (EUA), by the United States Food and Drug Administration (FDA) to detect current infection with the SARS-CoV-2 virus (e.g., a viral test); and
- (B) Administered in accordance with the authorized instructions.
- (C) To meet the return to work criteria set forth in subsection 3205(c)(5), a COVID-19 test may be both self-administered and self-read only if another means of independent verification of the results can be provided (e.g., a time-stamped photograph of the results).

"**Exposed group**" means all employees at a work location, working area, or a common area at work, within employer-provided transportation covered by section 3205.3, or residing within housing covered by section 3205.2, where an employee COVID-19 case was present at any time during the infectious period. A common area at work includes bathrooms, walkways, hallways, aisles, break or eating areas, and waiting areas. The following exceptions apply:

(A) For the purpose of determining the exposed group, a place where persons momentarily pass through, without congregating, is not a work location, working area, or a common area at work.
(B) If the COVID-19 case was part of a distinct group of employees who are not present at the workplace at the same time as other employees, for instance a work crew or shift that does not overlap with another work crew or shift, only employees within that distinct group are part of the exposed group.
(C) If the COVID-19 case visited a work location, working area, or a common area at work for less than 15 minutes during the infectious period, and the COVID-19 case was wearing a face covering during the entire visit, other people at the work location, working area, or common area are not part of the exposed group.

NOTE: An exposed group may include the employees of more than one employer. See Labor Code sections 6303 and 6304.1.

"**Face covering**" means a surgical mask, a medical procedure mask, a respirator worn voluntarily, or a tightly woven fabric or non-woven material of at least two layers that completely covers the nose and mouth and is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they shall have two layers of fabric or be folded to make two layers. A face covering is a solid piece of material without slits, visible holes, or punctures, and must fit snugly over the nose, mouth, and chin with no large gaps on the outside of the face. A face covering does not include a scarf, ski mask, balaclava, bandana, turtleneck, collar, or single layer of fabric. This definition includes clear face coverings or cloth face coverings with a clear plastic panel that otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker's mouth or facial expressions to understand speech or sign language respectively.

"**Infectious period**" means the following time period, unless otherwise defined by CDPH regulation or order, in which case the CDPH definition shall apply:
(A) For COVID-19 cases who develop COVID-19 symptoms, from two days before the date of symptom onset until: (1) Ten days have passed after symptoms first appeared, or through day five if testing negative on day five or later; and (2) Twenty-four hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved.
(B) For COVID-19 cases who never develop COVID-19 symptoms, from two days before the positive specimen collection date through 10 days (or through day five if testing negative on day five or later) after the date on which the specimen for their first positive test for COVID-19 was collected.

"**Respirator**" means a respiratory protection device approved by the National Institute for Occupational Safety and Health (NIOSH) to protect the wearer from particulate matter, such as an N95 filtering facepiece respirator.

"**Returned case**" means a COVID-19 case who was excluded from work but returned pursuant to subsection 3205(c)(5)(A) and did not develop any COVID-19 symptoms after returning. A person shall only be considered a returned case for 30 days after the initial onset of COVID-19

symptoms or, if the person never developed COVID-19 symptoms, for 30 days after the first positive test. If a period of other than 30 days is required by a CDPH regulation or order, that period shall apply.

"**Worksite**," for the limited purposes of this section and section 3205.1, means the building, store, facility, agricultural field, or other location where a COVID-19 case was present during the infectious period. It does not apply to buildings, floors, or other locations of the employer that a COVID-19 case did not enter.

COVID-19 Prevention Procedures (8 CCR § 3205)

**General Policies.**
When determining measures to prevent COVID-19 transmission and to identify and correct hazards, the Charter School shall consider all persons to be potentially infectious without regard to vaccination status, the prevalence of symptoms, or negative COVID-19 test results.

In determining which measures to implement to prevent COVID-19 transmission and to identify and correct COVID-19 hazards, the Charter School shall review orders and guidance issued by the CDPH and local health authorities and shall treat COVID-19 as an airborne infectious disease. Various additional prevention controls will be considered, depending on an analysis of effectiveness of current protocols, including shifting employees to remote work, use of physical distancing, reducing density of people when indoors, moving tasks outdoors, adjusting shifts and/or break times, restricting access to break rooms, and other measures.

**Training.**
The Charter School shall include COVID-19 prevention training in addition to other workplace safety training topics, as provided in this Program.

**Investigation.**
The Charter School shall investigate COVID-19 illnesses at the workplace by doing the following:
- (A) The Charter School shall determine the day and time a COVID-19 case was last present and, to the extent possible, the date of the positive COVID-19 test(s) and/or diagnosis, and the date the COVID-19 case first had one or more COVID-19 symptoms, if any were experienced.
- (B) The Charter School shall effectively identify and respond to persons with COVID-19 symptoms at the workplace. Employees shall be encouraged to report COVID-19 symptoms and to stay home when ill.

**Handling Close Contacts**
The Charter School shall apply the current quarantine recommendations of the CDPH with regard to excluding employees from the workplace following close contact exposure in the workplace, unless the local health department with jurisdiction over any Charter School worksite has implemented a more strict quarantine procedure, in which case the local agency's protocol will be followed.

**Exclusion of COVID-19 Cases from Work.**

The Charter School will immediately exclude all COVID-19 cases from the from the workplace as follows:

(A) COVID-19 cases who <u>do not</u> develop COVID-19 symptoms are not required to isolate but must still wear a mask and are recommended to avoid contact with people at higher-risk for severe COVID-19 for 10 days and to seek medical treatment.

(B) COVID-19 cases who <u>do</u> develop COVID-19 symptoms shall not return to work until at least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication AND other COVID-19 symptoms are mild and improving.

(C) Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began, or, if the person did not have COVID-19 symptoms, from the date of their first positive test.

(D) The above criteria for returning to work apply regardless of whether an employee has previously been excluded or other precautions were taken in response to an employee's close contact or membership in an exposed group.

Upon excluding an employee from the workplace based on COVID-19 or a close contact, the Charter School shall give the employee information regarding COVID-19- related benefits to which the employee may be entitled under applicable federal, state, or local laws. This includes any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local governmental requirements, the employer's own leave policies, and leave guaranteed by contract

**Review Guidance.**
The Charter School shall review current CDPH guidance for persons who had close contacts, including any guidance regarding quarantine or other measures to reduce transmission. The Charter School shall develop, implement and maintain effective policies to prevent transmission of COVID-19 by persons who had close contacts.

**Health Orders.**
If an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, any affected employee shall not return to work until the period of isolation or quarantine is completed or the order is lifted.

**Testing of Close Contacts.**
The Charter School will make COVID-19 tests available at no cost, during paid time, to all employees who have had a close contact in the workplace, with the exception of returned cases, and will provide them with information regarding any COVID-19-related benefits to which the employee may be entitled under appliable federal, state, or local laws. This should include any benefits available under legally-mandated sick leave, if appliable, workers' compensation law, local government requirements, the employer's own leave policies, and leave guaranteed by contract, if any.

**Notice of COVID-19 Cases.**

The Charter School will notify all employees and independent contractors determined to have had a close contact and any other employers whose employee had a close contact while at a Charter School worksite. This notice will be provided as soon as possible, and shall in no case take longer than necessary to ensure that the employee can be excluded from the worksite if necessary.

**Face Coverings.**
The Charter School shall provide face coverings and ensure they are worn by employees when required by a CDPH regulation or order. When a CDPH or Cal/OSHA regulation or order requires face coverings indoors, that includes vehicles. Face coverings shall be clean undamaged, and worn over the nose and mouth.

When employees are required to wear face coverings, the following exceptions shall apply:
   (A) When an employee is alone in a room or vehicle;
   (B) While eating or drinking at the workplace, provided employees are at least six feet apart, and, if indoors, the supply of outside or filtered air has been maximized to the extent feasible;
   (C) While employees are wearing respirators required by the employer and used in compliance with Cal/OSHA Aerosol Transmissible Diseases standards.
   (D) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or need to communicate with a hearing-impaired person. Such employees shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if the condition or disability permits it.
   (E) During specific tasks which cannot feasibly be performed with a face covering, for so long as such task is being performed.

If, during a period when face coverings are generally required, an employee does not wear a face covering pursuant to an exemption for medical or mental health condition, the Charter School will consider and implement whichever alternative controls are necessary to minimize COVID-19 transmission.

The Charter School shall not prevent any employee from wearing a face covering, including a respirator, when not required to wear one, unless wearing one would create a safety hazard.

**Respirators.**
The Charter School shall provide a respirator on demand for voluntary use to any employee working indoors or in vehicles with more than one person. Whenever the Charter School makes respirators available for voluntary use, it shall encourage their use and ensure that employees wishing to use one are trained on their use and fitted with an appropriately sized one.

**Ventilation.**
The Charter School will stay abreast of the latest CDPH orders and guidance on ventilation, including the "Interim Guidance for Ventilation, Filtration, and Air Quality in Indoor Environments." The Charter School shall continue to plan and implement strategies for using ventilation to minimize the transmission of COVID-19, including one or more of the following:

(A) Maximizing the supply of outside air to the extent feasible, except when the U.S. EPA Air Quality Index is greater than 100 for any pollutant or if any opening of windows would create a hazard to employees, such due to excessive heat or cold.

(B) In buildings with mechanical ventilation, the filter used shall be at least Minimum Efficiency Reporting Value (MERV) 13 or the highest level of filtration efficiency compatible with the existing system.

(C) Use of High Efficiency Particulate Air (HEPA) filters used in accordance with manufacturer's recommendations in indoor aeras occupied by employees for extended periods, where ventilation would otherwise be inadequate to sufficiently minimize the risk of COVID-19 transmission.

If the Charter School is subject to 8 CCR 5142 or 5143, it shall review and comply with those sections as appliable.

NOTE: Section 5142 requires heating, ventilating, and air conditioning (HVAC) systems to be operated continuously during working hours, with limited exceptions.

Charter School vehicles carrying employees shall maximize the supply of outside air to the extent feasible, except when doing so would be hazardous.

**Reporting and Recordkeeping.**
The Charter School shall keep a record of and track all COVID-19 cases, including the employees name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of the positive COVID-19 test and/or diagnosis. These records shall be kept for five years.

A record of all notices sent with regard to close contacts shall be kept for three years.

Personally-identifying information of COVID-19 cases or persons with COVID-19 symptoms, and any employee medical record required to be made or kept by this plan shall be kept confidential unless disclosure is required or permitted by law. Unredacted information on COVID-19 cases shall be provided to the local health department, the CDPH, Cal/OSHA, and the National Institutes for Occupational Safety and Health, upon request, when required by law.

**Cal/OSHA Orders.**
The Charter School will comply with all lawful orders issued by Cal/OSHA to take action to protect employees against COVID-19 hazards.

COVID-19 Outbreak Procedures (8 CCR § 3205.1)

**Scope of Outbreak Procedures**.
If three or more employee COVID-19 cases within an exposed group visited the worksite during their infectious period at any time during a 14-day period (an "Outbreak" as defined above), the following procedures will apply in place of the standard COVID-19 prevention procedures detailed in this plan. If CDPH defines outbreak differently than defined herein, then this section shall be implemented whenever that definition has been met.

**COVID-19 Testing Following an Outbreak.**

In an outbreak, the charter school shall make COVID-19 testing available at no cost to its employees within the exposed group, regardless of vaccination status, during employees' paid time, except for returned cases and employees who were not present at the workplace during the relevant 14-day period(s) triggering the outbreak.
The charter school shall thereafter make testing available on a weekly basis to all employees in the exposed group who remain at the workplace.

Employees who had close contacts shall have a negative COVID-19 test taken within three to five days after the close contact or shall be excluded and will be required to meet the post-exposure return-to-work criteria detailed in the COVID-19 Prevention Procedures, above.

**Face Coverings Following an Outbreak.**
Employees in an exposed group during an outbreak, regardless of vaccination status, shall wear face coverings when indoors, or when outdoors and less than six feet from another person, except:
  (A) When an employee is alone in a room or vehicle.
  (B) While eating or drinking at the workplace, provided employees are at least six feet apart and, if indoors, the supply of outside or filtered air has been maximized to the extent feasible.
  (C) While employees are wearing respirators required by the employer and used in compliance with section 5144.
  (D) Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing impaired person. Such employees shall wear an effective non-restrictive alternative, such as a face shield with a drape on the bottom, if the condition or disability permits it.
  (E) During specific tasks which cannot feasibly be performed with a face covering. This exception is limited to the time period in which such tasks are actually being performed.

**Respirators During an Outbreak.**
During an outbreak, the Charter School shall notify employees of their right to request and receive a respirator for voluntary use.

**COVID-19 Outbreak Investigation, Review, and Hazard Correction.**
If an outbreak occurs, the Charter School shall conduct a review of its COVID-19 policies, procedures, and controls and implement any changes that may be needed to improve the prevention of COVID-19 transmission in the workplace. This investigation, review, and any changes made must be documented and should specifically include:
  (A) Investigation of new or unabated COVID-19 hazards including the employer's leave policies and practices and whether employees are discouraged from remaining home when sick; the employer's COVID-19 testing policies; insufficient supply of outdoor air to indoor workplaces; insufficient air filtration; and insufficient physical distancing.

(B) The review shall be updated every 30 days that this section continues to apply, in response to new information or to new or previously unrecognized COVID-19 hazards, or when otherwise necessary.

(C) Any changes implemented to reduce the transmission of COVID-19 based on the investigation and review, which may include: moving indoor tasks outdoors or having them performed remotely; increasing the outdoor air supply when work is done indoors; improving air filtration; increasing physical distancing to the extent feasible; requiring respiratory protection in compliance with section 5144; and other applicable controls.

**Ventilation During an Outbreak.**

In any school buildings with mechanical ventilation, the Charter School shall filter recirculated air with Minimum Efficiency Reporting Value (MERV)-13 or higher efficiency filters if possible, and if not possible, shall use the highest filtering efficiency filters possible.

The Charter School will use High Efficiency Particular Air (HEPA) filters in accordance with manufacturer's recommendations in indoor areas occupied by employees for extended periods, where ventilation is inadequate to reduce the risk of COVID-19 transmission

**Major Outbreaks.**

If 20 or more employee COVID-19 cases in an exposed group visited the workplace during their infectious period within a 30-day period (a Major Outbreak), the Charter School shall do the following:

(A) The COVID-19 testing required as a result of an Outbreak shall be required of all employees in the exposed group, regardless of vaccination status, twice a week or more frequently if recommended by the local health department. Employees in the exposed group shall be tested or shall be excluded and must satisfy the return-to-work criteria detailed in the COVID-19 Prevention Procedures above.

(B) The Charter School shall report the outbreak to the Division of Occupational Safety and Health (Cal/OSHA).

(C) The Charter School shall provide respirators for voluntary use to employees in the exposed group, shall encourage but not require their use, and shall train employees provided with respirators on their use.

(D) Charter School employees in the who do not wear a respirator, if required by the Charter School, and in compliance with section 5144, shall be separated from other persons by at least six feet, except where an at least six feet of separation is not feasible, and except for momentary exposure while persons are in movement. Methods of physical distancing include: telework or other remote work arrangements; reducing the number of persons in an area at one time, including visitors; visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel; staggered arrival, departure, work, and break times; and adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees. When it is not feasible to maintain a distance of at least six feet, individuals shall be as far apart as feasible.

# Enforcement of Safety Policies

The compliance of all employees with MPS Safety Manual and IIPP is mandatory and shall be considered a condition of employment.

## Training Programs

The importance of safe work practices and the consequences of failing to abide by safety rules will be covered in the New Employee Safety Orientation and safety meetings. This will help ensure that all employees understand and abide by MPS safety policies.

## Retraining

Employees that are observed performing unsafe acts or not following proper procedures or rules will be retrained by their supervisor. A Safety Contact Report may be completed by the supervisor to document the training. If multiple employees are involved, additional safety meetings will be held.

## Disciplinary Action

The failure of an employee to adhere to safety policies and procedures established by MPS can have a serious impact on everyone concerned. An unsafe act can threaten not only the health and wellbeing of the employee committing the unsafe act but can also affect the safety of his/her coworkers and customers. Accordingly, any employee who violates any of the organization's safety policies will be subject to disciplinary action.

Note: Failure to promptly report any on-the-job accident or injury, on the same day as its occurrence, is considered a serious violation of the organization's safety policies. Any employee who fails to immediately report a work-related accident or injury, no matter how minor, shall be subject to disciplinary action.

Employees will be disciplined for infractions of safety rules and unsafe work practices that are observed, not just those that result in an injury. Often, when an injury occurs, the accident investigation will reveal that the injury was caused because the employee violated an established safety rule and/or safe work practice(s). In any disciplinary action, the supervisor should be cautious that discipline is given to the employee for safety violations, and not simply because the employee was injured on the job or filed a Workers' Compensation claim.

Violations of safety rules and the Code of Safe Practices are to be considered equal to violations of other company policy. Discipline for safety violations will be administered in a manner that is consistent with the MPS Employee Handbook.

# APPENDIX A

## <u>Vaccination Declination Form</u>
(For use by employees with occupational exposure
to bloodborne pathogens)

EMPLOYEE NAME: _____


**By signing below, I acknowledge the following:**

     I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B Virus ("HBV") infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to myself. However, I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.


SIGNATURE: _____    DATE: _____

# APPENDIX B

## Employee Safety Contact Report

Work site: _____Manager / Supervisor: _____

Employee name _____ Date
_____

Job title
_____

Safety concern:

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Corrective action:

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Signed _____
Employee

Signed _____
Manager / Supervisor

4892-1981-1410, v. 3

# Coversheet

## Approval of MPS Workplace Violence Prevention Plan

**Section:**          IV. Action Items
**Item:**             G. Approval of MPS Workplace Violence Prevention Plan
**Purpose:**          Vote
**Submitted by:**
**Related Material:** IV_G_MPS Workplace Violence Prevention Plan.pdf

| | |
|---|---|
| Agenda Item: | IV G: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Suat Acar, Chief Operations Officer |
| RE: | Approval of MPS Workplace Violence Prevention Plan |

1. *Action Proposed:*

   I move that the Board approve the MPS Workplace Violence Prevention Plan.

2. *Background*

   While promoting a safer and more secure work environment is always a priority, California's SB 553 mandates specific actions employers must take around workplace violence prevention.

   Workplace violence is a paramount concern for employees and employers alike, with incidents of workplace violence posing significant risks to workers' well-being and security. To try to address these concerns, California introduced **Senate Bill No. 553 (SB 553),** signaling a pivotal shift in workplace safety standards. Signed into law on September 20, 2023, by Governor Gavin Newsom, SB 553 directs most California employers (including MPS) to adopt comprehensive workplace violence prevention plans (WVPP), effective July 1, 2024. MPS worked with legal counsel to develop the proposed WVPP which complies with the requirements of the law.

3. *Analysis:*

   Upon Board approval, MPS is required to assign employees to designated safety roles, provide employee training, and keep detailed safety records, as described below.
   **Designated roles:**

   MPS will need to assign designated individuals to oversee plan development, training, and ongoing maintenance. This ensures accountability and facilitates a proactive approach to workplace safety.

   **Employee training:**

   MPS will be required to provide "effective" training for all employees on recognizing and reporting potential workplace violence, understanding the organization's WVPP, and their rights under the law.

   **Record-keeping and reporting:**

   MPS will also be required to maintain accurate records of identified hazards, implemented measures, and log violent incidents and their investigations.

4. *Budget Implications:*

None. The actions will be structured along with the MPS School Safety Plans.

5. _**Exhibits:**_

The MPS Workplace Violence Prevention Plan

# MAGNOLIA PUBLIC SCHOOLS
## Workplace Violence Prevention Plan

This document shall outline Magnolia Public Schools's Workplace Violence Prevention Plan ("Plan") as required by Labor Code § 6401.9. It shall be the policy of Magnolia Public Schools to provide its employees with a safe and healthy work environment. To that end, Magnolia Public Schools shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on campus and during the performance of employees' job duties.

## I.  DEFINITIONS

For purposes of this Plan, the following definitions apply:

"**Emergency**" means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

"**Engineering controls**" mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

"**Log**" means the violent incident log, required in Part III of this Plan.

"**Plan**" means this Workplace Violence Prevention Plan.

"**Threat of violence**" means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

"**Workplace Violence**" includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- **Type 1**: violence committed by a person with no legitimate business at the worksite;
- **Type 2**: violence directed at employees by students, parents, contractors, volunteers, or visitors;
- **Type 3**: violence against an employee by a present or former employee, supervisor, or manager;
- **Type 4**: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

"**Work practice controls**" means procedures and rules which are used to effectively reduce workplace violence hazards.

## II.  WORKPLACE VIOLENCE PLAN PROCEDURES

### a.  Responsible Parties

The Chief Operations Officer (COO) is responsible for implementing this plan.

### b. Employee Involvement in Plan Creation and Updates

Before this Plan was initially approved by the Magnolia Public Schools Board of Directors, the COO circulated a draft of the Plan to employees and requested feedback and suggestions on improving the Plan. All feedback received was reviewed and any revisions deemed warranted were implemented into the initial approved version of the Plan.

Every year, the COO will circulate the Plan to employees to request suggestions on improving this Plan. Employees will be encouraged to provide input on ways they believe this Plan can be improved, streamlined, or better enforced. Employees will be encouraged to provide input on adequacy of training received, any perceived workplace violence hazards not adequately addressed by the Plan, and any perceived barriers to reporting and investigating instances of workplace violence incidents that they believe may stand in the way of optimal execution of this Plan.

These suggestions and input may be submitted confidentially to the COO. No retaliation to any such input or suggestion shall be permitted. Magnolia Public Schools commits to reviewing each employees' suggestion and making any changes to this Plan that are found to be necessary and appropriate.

### c. Coordinated Implementation

If there are workers who regularly perform job duties at Magnolia Public Schools' campus or other workplace but are not employed by Magnolia Public Schools, the COO will verify that each such worker's employer has a workplace violence prevention plan in place and that all such employees of that employer who regularly work at any Magnolia Public Schools location are receiving adequate training and that those other employers have procedures in place for the reporting, investigation, and recording of workplace violence incidents.

### d. Reporting of Workplace Violence

Employees must report any incident of workplace violence that they witness. Magnolia Public Schools will not retaliate against any employee for reporting an incident of workplace violence in good faith.

Reports of <u>workplace violence that has already occurred</u> can be made by filling out the "Workplace Violence Report" form that is attached at the end of this Plan and sending it to the COO by e-mail. The COO and/or designee will review every Workplace Violence Report at their earliest reasonable convenience and shall take the steps outlined in this Plan in response. Copies of the Workplace Violence Report form shall be made available to all employees in the front office or the MPS Home Office.

If an incident of <u>workplace violence is occurring or imminent,</u> any employee witness should ensure that COO is informed as soon as possible by calling the COO at 213-628-3634 or by using whatever alternative means of communication would be fastest. The COO will respond to the ongoing or imminent workplace violence as set forth in section II.G., below.

### e. Employee Compliance

All employees are responsible for using safe work practices and for following all directives, policies, and procedures for maintaining a safe, healthy, and secure work environment. This Plan seeks to

ensure that employees, including administrators, comply with work practices designed to make the workplace more secure, and to ensure that employees do not engage in threats or physical actions which create a security hazard for others in the workplace.

All employees will be trained to understand this Plan when hired and periodically afterward. Employees will be evaluated to ensure compliance with this Plan. Employees who participate in the implementation of this Plan and carrying out its provisions in practice will be recognized for their efforts to help ensure a safe and violence-free workplace.

Repeated or willful failure to report incidents of workplace violence, failure to attend and participate in workplace violence training, and to otherwise comply with the requirements of this Plan will result in additional training and may result in disciplinary action.

**f. Communication to Employees Regarding Workplace Violence**

As part of the annual workplace violence training session required by this Plan, the COO shall ensure that each employee understands how to report a violence incident, a threat, or any other incidence of workplace violence and knows that they can do so without fear of reprisal by Magnolia Public Schools or retaliation from the individual against whom the report is made.

These points will be communicated to new employees when hired and periodically as set forth in this Plan. The COO shall also ensure that each employee understands how their concerns will be investigated by Magnolia Public Schools and how Magnolia Public Schools will communicate the results of a workplace violence hazard investigation and any corrective measures taken in response.

As part of the annual workplace violence training, every employee shall sign a certificate attesting that they understand these items, and each of these certificates shall be retained pursuant to Part V of this Plan ("Recordkeeping").

Depending on the frequency and severity of workplace violence incidents in the workplace, the COO may implement increasingly more frequent communication sessions with employees as necessary, including quarterly, monthly, or weekly reviews of this Plan and employee compliance with it.

**g. Response to Actual or Potential Workplace Violence Emergencies**

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School's safety plan, such as when firearms are involved or a when an intruder has entered the campus with violent or criminal intent, Magnolia Public Schools will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to the school administrator, or to the COO and/or other responsible administrator, by calling them on the phone or by whichever alternative means would reach them fastest.

### h. Training Procedures

Magnolia Public Schools will provide annual workplace violence prevention training in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or two law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.
11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.
12. An opportunity for live questions and answers on the Plan with the COO.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The COO will ensure that this training is completed and that records of employee participation are kept and filed in accordance with Part V of this Plan ("Recordkeeping").

### i. Identification and Evaluation of Workplace Violence Hazards

Workplace violence hazards are working conditions or environmental factors that increase employee exposure to workplace violence. Workplace violence hazards may arise from, for example, a school's failure to consistently require campus visitors to check in at the front desk, failure to monitor entry and exit points for unauthorized entry, failure to consistently enforce employee behavioral conduct rules, failure to consistently enforce student disciplinary rules that could expose employees to violence, and other similar policy or environmental factors that would tend to increase the incidence of workplace violence.

The COO shall ensure that a review of potential workplace violence hazards is conducted at least annually. The COO shall also conduct a review of any workplace violence hazards reported by any employee. In addition, the COO shall also conduct a workplace violence hazard review (1) when this Plan is first established, (2) after each workplace violence incident has occurred, and (3) whenever the employer otherwise is made aware of a new or previously unrecognized workplace violence hazard.

Each time a workplace violence hazard review is undertaken, the COO shall prepare a report describing the review process, stating date the review was completed, stating the determination of whether a workplace hazard was found to exist, and describing whether any corrective actions are recommended. All workplace hazard evaluation reports shall be kept as records pursuant to Part V of this Plan.

### j.    Correction of Workplace Violence Hazards

Each time a workplace violence hazard review is conducted and results in a recommendation that corrective action should be implemented to mitigate an existing workplace violence hazard, the COO shall prepare a recommendation for corrective action and present it to the Executive Director who shall approve, deny, or approve with modification, the recommendation for corrective action and provide a justification for any denial or modification. The recommendation for corrective action and Executive Director response shall be kept as a record pursuant to Part V of this Plan.

Following the Executive Director taking action on a recommendation for corrective action, the Executive Director or designee shall be responsible for ensuring that the corrective action is implemented as workplace policy and, if relevant, that all employees are alerted to and trained on any necessary changes in workplace policies necessary to implement the approved corrective action. If any corrective actions require revisions to an employee handbook, those changes shall be implemented within a reasonable time.

### k.    Post-Incident Response and Investigation

After every reported or otherwise known incident of workplace violence, the COO shall conduct a workplace violence evaluation of any and all workplace conditions, policies, or practices that may have contributed to the occurrence of the incidence of workplace violence and shall record a record of the evaluation, as required by Section II.i., above.

Post-incident reviews shall include, at minimum, an interview with the victim of workplace violence, any witnesses, and the impressions of the COO and/or designees assisting in the post-incident response. The interview and investigation shall seek to establish all facts required to be included in a Violent Incident Log, as set forth in Part III of this Plan.

Employees will be encouraged to provide feedback and information as part of the post-incident response. Employees who refuse to participate may be subject to discipline. Employees should be alerted that they are not subject to retaliation or reprisal from Magnolia Public Schools as a consequence of their participation in any post-incident response.

### l.    Review of Plan Effectiveness

The COO shall review the general effectiveness of this Plan annually at the time the Plan is circulated to employees for suggestions, whenever a deficiency in the Plan is noted, and after any workplace violence incident occurs.

## III.    VIOLENT INCIDENT LOG

Magnolia Public Schools will maintain a **Violent Incident Log.** The COO shall ensure that the details of every violent incident reported or otherwise known to have occurred at the school are recorded into the Violent Incident Log. The log shall contain information solicited from the person experiencing the workplace violence incident, any witnesses, and investigation findings. All personal identifying information shall be omitted from the log, with the exception of the details of the person making the entry. The log shall be reviewed during any periodic reviews of this Plan for effectiveness.

The Violent Incident Log, for every incident, shall include the following:

1. The **date, time, and location** of the incident.
2. The **type or types of workplace violence** involved.
3. A **detailed description** of the incident.
4. **Who committed the violence**, including whether the perpetrator was a School stakeholder, family or friend of a School stakeholder, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or another perpetrator.
5. The **general circumstances** at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low-staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
6. **Where the incident occurred**, such as in the workplace, parking lot, or other area outside the workplace, or other area.
7. The **type of attack**: physical attack without a weapon; attack with a weapon or object; a threat of physical force or threat of use of a weapon or other object; sexual assault or threat of sexual assault; animal attack; other.
8. The consequences of the incident, including whether security or law enforcement was contacted; actions taken to protect employees from continuing threat, etc.
9. **Information on the person entering the log entry**, including their name, job title, and date entered.

## IV.    RECORDKEEPING

This Plan requires that various records pertaining to workplace violence be maintained, as follows:

1. Records of workplace violence hazard identification, evaluation, and correction shall be created and maintained for a minimum of five (5) years.
2. Training records shall be created and maintained for a minimum of one (1) year, and shall include dates training was conducted, the contents or a summary of the training sessions conducted, the names and qualifications of persons conducting the training, and the names and job titles of all persons attending the training sessions.
3. Violent Incident Logs shall be maintained for a minimum of five (5) years.
4. Records of workplace violence incident investigations shall be maintained for a minimum of five (5) years.
5. All records required to be maintained per this Part of the Plan are to be made available to the Department of Industrial Relations upon request for examination and copying.
6. All records required pursuant to items (1) through (3) of this Part shall be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

# Magnolia Public Schools
## WORKPLACE VIOLENCE REPORTING FORM

This form should be used to report any incidence of workplace violence that any employee of Magnolia Public Schools witnesses at the workplace or any work-related event. Employees are required to report any workplace violence they witness and will not be subject to any retaliation for reporting workplace violence.

*"Workplace Violence" includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:*

- *Type 1: violence committed by a person with no legitimate business at the worksite;*
- *Type 2: violence directed at employees by students, parents, contractors, volunteers, or visitors;*
- *Type 3: violence against an employee by a present or former employee, supervisor, or manager;*
- *Type 4: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.*

*"Workplace Violence" does not include lawful acts of self-defense or defense of others.*

If you have witnessed a workplace violence incident, please enter as much of the following information as you can:

**Date of Report**: _____  **Date(s) of Incident**: _____
**Reporter's Name**: _____
**Reporter's Job Title**: _____
**Reporter's email address or telephone number**: _____
**Victim Name(s) (if other than Reporter)**: _____
**Victim's Job Title (If other than Reporter)**: _____
**Victim's email address or telephone number**: _____
**Approximate Place of Incident**: _____
**Approximate Time of Incident**: _____
**Narrative Description of Workplace Violence Incident**: _____
_____
_____
_____
_____

**Type of Workplace Violence (see definitions above)**: _____
**Name, Description, or other information about Perpetrator(s)**: _____
_____
_____

Thank you for submitting this information. You may be contacted by administration to provide further information. Please sign below to verify the accuracy of the information provided on this form.

_____

**Reporter's Signature**

4864-4665-6675, v. 6

# Coversheet

## Approval of MPS Students Policy on the Education of Students Experiencing Homelessness

**Section:**          IV. Action Items
**Item:**             H. Approval of MPS Students Policy on the Education of Students Experiencing Homelessness
**Purpose:**          Vote
**Submitted by:**
**Related Material:**
IV_H_Students Policy on the Education of Students Experiencing Homelessness.pdf

| | |
|---|---|
| Agenda Item: | IV H: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Jason Hernandez, Director of Student Services |
| RE: | MPS Students Policy on the Education of Students Experiencing Homelessness |

### *Action Proposed:*

I move for the Board to approve the MPS Students Policy on the Education of Students Experiencing Homelessness, to be effective immediately.

### *Purpose:*

The purpose of the policy is to ensure children, youth, and unaccompanied minors experiencing homelessness within Magnolia Public Schools (MPS) have equitable access to educational opportunities. The policy strives to remove barriers to their education by providing the necessary resources and support systems. These efforts are designed to help students achieve academic success, stability, and well-being, despite the challenges posed by their housing situations.

Additionally, the policy ensures MPS's compliance with federal mandates, such as the McKinney-Vento Homeless Assistance Act. This act requires educational agencies, such as MPS, to meet the needs of students experiencing homelessness. It guarantees students' rights to immediate school enrollment, participation in school programs, and access to academic and support services. These measures help decrease the opportunity gap, reduce educational disruptions, and promote stability.

### *Background:*

This policy was initially established on August 8, 2013, and has since been revised on June 6, 2016, July 13, 2017, and July 23, 2020. Each update has strived to enhance the support and resources available to children and youth experiencing homelessness. The revisions ensure ongoing commitment to closing the equity gap and fully complying with federal and state guidelines. The proposed changes are designed to reinforce this framework further, providing support systems better to serve our students under the McKinney-Vento Homeless Assistance Act.

### *Analysis and Impact:*

The revised policy continues to support MPS's commitment to meeting the educational needs of children and youth experiencing homelessness. Key enhancements include:

1. Immediate Enrollment and Equal Access: Immediate enrollment processes are emphasized, ensuring that students experiencing homelessness face no delays in accessing education and support services.

2. Support Services Expansion: Expanded support services now encompass health, mental health,

and housing assistance, coordinated by appointed Homeless Liaisons at each school, ensuring students receive holistic support.

3. Professional Development: The policy mandates professional learning opportunities for all staff, improving their ability to support children and youth experiencing homelessness through understanding student rights, sensitivity training, and practical strategies.

4. Enrollment Disputes: Updates to the policy streamline the process for resolving enrollment disputes, ensuring compliance with legal requirements and reducing potential conflicts or misunderstandings.

5. Graduation Requirements Flexibility: The policy provides clear guidelines for accommodating the unique challenges homeless students face in meeting graduation requirements, ensuring students are not unfairly penalized and have a clear path to graduation.

6. Budget Implications: The expanded services and professional development initiatives will require additional budget considerations. These investments are crucial for the enhanced support structure and are expected to impact student academic performance and well-being positively.

### *Budget Implications:*
Budget implications will differ across MPS sites, reflecting each location's unique needs and circumstances. However, all schools need to allocate resources strategically to enhance support for students experiencing homelessness, including supplemental educational services and professional development.

In accordance with federal mandates, schools must allocate Title 1 funds to support students experiencing homelessness. The funds can be used for professional development, purchasing school supplies, and implementing targeted interventions to address unique challenges or barriers students face.

### *Exhibits:*
Magnolia Public Schools (MPS) Policy on the Education of Students Experiencing Homelessness.

Student Policies                                              Policy on the Education of Students Experiencing
Homelessness

## MAGNOLIA PUBLIC SCHOOLS (MPS) POLICY ON THE EDUCATION OF STUDENTS EXPERIENCING HOMELESSNESS

### I.      Introduction

The MPS Governing Board is committed to ensuring that students experiencing homelessness have equal access to its educational programs. Students are given opportunities to meet the same challenging state academic standards, receive a free and appropriate public education, and are protected from stigma and segregation. MPS aims to establish safeguards that prevent discrimination and support the success and well-being of all students, regardless of their housing situation.

### II.     Definitions

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youths who (42 USC 11434(a)):

1.  Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2.  Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3.  Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4.  Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered as a child or youth experiencing homelessness if they meet the above definition of "homeless." (clauses (1) through (3).)

Homeless status is collaboratively assessed with the involvement of the parent or guardian. For unaccompanied youth, the Homeless Liaison works closely with the youth to understand and assess their situation, ensuring that their needs and perspectives are considered.

### III.    MPS Liaison

The **Principal** or designee of each MPS school site shall serve as the Liaison for unaccompanied youth and youth experiencing homelessness (42 USC 11432(g)(1)(J).)

The Homeless Liaison shall ensure that the following requirements are fulfilled by MPS (42 U.S.C. 11432(g)(6)):

1.  Students experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2.  Students experiencing homelessness enroll in and have a full and equal opportunity to succeed at MPS.

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Adopted: 8/8/13   Amended: 6/6/16, 7/13/17, 7/23/20, 5/9/24

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3. Families and students experiencing homelessness receive educational services for which they are eligible referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Families and students experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.

5. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

6. Public notice of the educational rights of students experiencing homelessness is disseminated in locations frequented by parents or guardians of such students, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless studentss, and unaccompanied youth.

7. Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.

8. Parents/guardians of students experiencing homelessness, and any unaccompanied youth are fully informed of all transportation services, as applicable.

9. MPS personnel providing services receive ongoing professional development and other support.

10. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to students experiencing homelessness.

11. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other students; and are informed of their status as independent students and that the youths may obtain assistance from the MPS Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

## IV.    __Enrollment__

The Charter School will collaborate with students experiencing homelessness and their parent/guardian to ensure each student is placed in the most supportive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities available to all students, including interscholastic sports. All decisions regarding a student's education and placement will be based on the best interest of the child, considering educational stability and the opportunity to be educated in the most supportive educational setting necessary for academic progress.

MPS shall immediately admit/enroll the student for whom the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Student Policies                                          Policy on the Education of Students Experiencing
Homelessness

MPS shall also immediately enroll a youth experiencing homelessness who seeks to enroll in the Charter School if the youth is otherwise eligible to attend and subject to the Charter School's capacity and procedures stated in the MPS charter and Board policy. A youth experiencing homelessness who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The student shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A student experiencing homelessness may remain in their school of origin for the entire period they are experiencing homelessness. Students have the right to remain in their school of origin even after their status changes as follows:

1.  For students in Kindergarten through eighth grade, they will be allowed to continue in the school of origin through the duration of the academic year in which their status changed.

2.  For students enrolled in high school, they will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, it shall grant priority access to students experiencing homelessness. Notwithstanding any other law, if the student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder (ERH), Indian custodian in the case of an Indian child, or, if none of the preceding are applicable, an unaccompanied youth themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschool days, including, but not limited to, summer school. "Indian custodian" is as defined in Section 1903 of Title 25 of the United States Code.

### V. Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

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Homelessness

## VI. Housing Questionnaire

MPS will administer a housing questionnaire to identify students experiencing homelessness. This questionnaire will adhere to best practices developed by the CDE. Annually, MPS will distribute the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at MPS. The questionnaire will include an explanation of the rights and protections available to students experiencing homelessness or those identified as unaccompanied youth. It will be available in paper form and in the primary language spoken by at least fifteen percent (15%) of the students enrolled at MPS. Additionally, translations into other languages will be provided upon request by a student's parent/guardian or an unaccompanied youth. MPS will collect the completed housing questionnaires and report the number of students experiencing homelessness, as well as unaccompanied youth, to the CDE annually. (Education Code Section 48851.)

## VII.  Comparable Services

Each child or youth experiencing homelessness shall promptly be provided services comparable to services offered to other students in MPS such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

## VIII.  Transportation

In the event that MPS provides transportation services to all students, it will also offer comparable transportation services to each student experiencing homelessness. (42 U.S.C. § 11432(g)(4).)

If MPS does not provide transportation services to all students, it will ensure transportation is available for students experiencing homelessness to and from MPS, at the request of the parent/guardian or Charter School Liaison, if MPS is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) The transportation provided will be adequate and appropriate for the student's situation, but MPS does not commit to a single method of transportation for all students.

MPS may collaborate with other agencies to provide transportation services.

## IX.  Eligibility for Extracurricular Activities

A child or youth experiencing homelessness shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

## X.  Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student experiencing homelessness any family fees associated with participation in an After-School Education and Safety ("ASES") Program operated by the Charter School.

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## XI.      <u>Professional Development</u>

All MPS administrators, teachers, and staff will participate in comprehensive professional development to enhance their understanding and skills in identifying, supporting, and advocating for students experiencing homelessness, as mandated by 42 U.S.C. § 11433(d)(3). The Charter School Liaison will ensure that the required training is provided to school personnel at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

Training will include:

1. **Legal Framework**: Detailed education on the rights of students experiencing homelessness under federal and state laws, focusing on the McKinney-Vento Act requirements.

2. **Identification and Support**: Strategies for identifying students experiencing homelessness and effectively connecting them to available services.

3. **Sensitivity Training**: Approaches to interact sensitively with students experiencing homelessness, recognizing the unique challenges they face.

All personnel will be trained to refer any identified or suspected students experiencing homelessness to the Charter School Liaison promptly to ensure immediate support and resource allocation.

## XII.     <u>High School Graduation Requirements</u>

Students experiencing homelessness who transfer to MPS after completing their second year of high school will be exempt from any of the Charter School's graduation requirements that exceed the California minimum graduation requirements specified in Education Code section 51225.3, unless MPS determines that the student can reasonably complete the Charter School's requirements by the end of their fourth year of high school.

To determine whether a student experiencing homelessness is in their third or fourth year of high school, the Charter School may use the number of credits earned, the length of school enrollment, or the student's age compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption.

Within thirty (30) calendar days of a qualifying student's transfer to the Charter School, the school will notify the student, the student's Educational Rights Holder (ERH), and the Charter School Liaison of the exemption availability and qualification status.

The Charter School will consult with exempted students and their ERH, covering:
1. How waived requirements may affect the student's postsecondary education or vocational plans, including college admission prospects.
2. Other available options, such as a fifth year of high school, credit recovery, and transfer opportunities through California Community Colleges.
3. The student's academic data and any other relevant information to make an informed decision on accepting the exemption.

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The Charter School will not require any student who is entitled to remain at the school to accept the exemption from additional graduation requirements or deny them enrollment in or the ability to complete eligible courses. The Charter School will not revoke an exemption and will grant an eligible student's request for the exemption at any time if the student qualifies, regardless of prior declination.

If a student experiencing homelessness was eligible for an exemption and either 1) was not properly notified of the exemption's availability, or 2) previously declined the exemption pursuant to this policy, the Charter School shall grant the exemption within thirty (30) days of the request, if requested by the student or the student's ERH, and if the student previously qualified for the exemption, even if the student is no longer experiencing homelessness.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school, even after the student no longer meets the definition of experiencing homelessness.

The Charter School shall not require or request that a student transfer schools to qualify for the exemption. Additionally, no student, parent/guardian, educational rights holder, social worker, or probation officer shall request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of their fourth year of high school and is otherwise entitled to remain at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

If the Charter School determines that a student can reasonably complete the additional graduation requirements by the end of a fifth year, the Charter School shall:
1. Consult with the student and the ERH regarding the option to remain at the Charter School for a fifth year to complete the additional graduation requirements.
2. Discuss with the student and the ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the graduation requirements upon agreement with the student, if 18 years or older, or with the ERH if the student is under 18.
5. Consult with the student and the ERH regarding the option to remain in the school of origin.

Through January 1, 2028, **if a student experiencing homelessness is found to be unable to complete the Charter School's additional graduation requirements but can reasonably complete the state coursework requirements specified in Education Code Section 51225.3** within a fifth year of high school, the Principal or designee shall exempt the student from the Charter School's graduation requirements. The student will then have the option to remain in school for a fifth year

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to complete the statewide coursework requirements. The Charter School will consult with the student and the Educational Rights Holder (ERH) regarding:

1. The option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the student's postsecondary education or vocational plans, including college admission opportunities.
3. Any other available options, such as credit recovery and transfer opportunities through California Community Colleges.
4. The student's academic data and other relevant information to make an informed decision on whether to accept the exemption and remain in school for a fifth year to complete the statewide coursework requirements.

If a student experiencing homelessness is not eligible for an exemption during the year they transfer schools, because the Charter School determines they can complete the additional graduation requirements by the end of their fourth year, the Charter School shall:

1. Within the first 30 calendar days of the following academic year, reevaluate the student's eligibility.
2. Provide written notice to the student, the ERH, and, if applicable, the student's social worker or probation officer, indicating whether the student qualifies for an exemption upon reevaluation, based on their course completion status.
3. If the student is not reasonably able to complete the additional graduation requirements by the end of their fourth year, provide written notice to the student and the ERH of the following options: i. Receive an exemption from all additional coursework and requirements beyond the statewide coursework requirements specified in Section 51225.3, or ii. Upon agreement with the ERH, remain in school for a fifth year to complete the additional graduation requirements.

The student (if not a minor) or the ERH shall have the sole discretion to accept the exemption, based on the student's best educational interests.

### XIII.    Reporting Requirements

The Charter School shall annually report to the California Department of Education (CDE) the number of students who, during the prior school year, graduated with an exemption from the Charter School's additional graduation requirements beyond the statewide coursework requirements. This data shall include students graduating in the fourth and fifth year cohorts and be disaggregated by cohort, student category, race, and disability status. The CDE shall make this data publicly available on an annual basis, aligned with other reporting timelines for the California dashboard graduation data.

### XIV.    Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed by a student experiencing homelessness at any public school, juvenile court school, school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency.

The Charter School will provide credit for the partial completion of courses taken by a student experiencing homelessness at these institutions. If the student did not complete the entire course, the Charter School will not require the student to retake the portion of the course they have already completed unless, in consultation with the holder of educational rights, it is determined that the student can reasonably complete

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the requirements in time to graduate from high school. When partial credit is awarded for a course, the student will be enrolled in the same or equivalent course, if applicable, to continue and complete the entire course. These students will not be prevented from taking or retaking a course to meet California State University or University of California admission eligibility requirements.

## XV.    <u>Notice</u>

For any student experiencing homelessness who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled, in alignment with legal requirements.

## XVI.    <u>Annual Policy Review</u>

The Charter School shall annually review and revise any policies that may act as barriers to identifying and enrolling students experiencing homelessness. In this process, consideration will be given to issues such as transportation, immunization, residency, birth certificates, school records, other documentation, and guardianship. Special attention will be directed towards ensuring the identification, enrollment, and attendance of students experiencing homelessness who are not currently attending school. MPS will use resources developed by the CDE and posted on the CDE's website, as well as resources from homeless education technical assistance centers funded by the American Rescue Plan Act of 2021, to guide the review of its homeless education program policies.

## XVII.    <u>School Website Posting</u>

MPS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for studentss experiencing homelessness.

- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.

- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

## XVIII.    <u>Complaints of Noncompliance</u>

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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# Coversheet

## Approval of 2024-25 MPS Employee Handbook

**Section:**          IV. Action Items
**Item:**             I. Approval of 2024-25 MPS Employee Handbook
**Purpose:**          Vote
**Submitted by:**
**Related Material:** IV_I_2024-2025 MPS Employee Handbook.pdf

| | |
|---|---|
| Agenda Item: | IV I: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Fiorella Del Carpio, Chief People Officer |
| RE: | Approval of 2024-25 MPS Employee Handbook |

1. **_Action Proposed:_**

I move that the Board approve the 2024-25 Employee Handbook as presented with an effective date of July 1, 2024.

2. **_Background:_**

The MPS HR Department worked with legal counsel, Young Minney and Corr ("YM&C") to revise the handbook to be compliant with labor codes and regulations.

3. **_Analysis:_**

Below are the summary of changes in the employee handbook.

- Criminal background checks: if an employee is convicted, they must report within one workday of release to the supervisor.
- Immigration Compliance: If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.
- Professional Boundaries with Social Media: Employees must not discuss or share information about, or images of, students on social media.
- Dispute resolution through Arbitration Agreement: Employees of MPS agree, as a condition of employment, to resolve workplace concerns internally to the extent possible, and through binding and mandatory arbitration where it cannot be handled internally.
- Drug and alcohol free workplace: Employees involved in an accident or injury in relation to their work may be subject to mandatory drug or alcohol testing. If MPS assigns post-incident drug or alcohol testing, the employee must agree to submit to the testing for the safety of the workplace, or they may be subject to discipline for failing to comply with a necessary safety protocol.
- Use of school communication equipment and technology: Employees are prohibited from forwarding files, emails, or school owned resources to their personal email accounts or outside the MPS network for non-School use.
- Make up time: Employees who are called to work on a scheduled day off, such as a holiday, may be provided a makeup day off during the same workweek, schedule permitting and with supervisor approval.
- Prohibited Conduct: MPS's commitment to our students is to surround them with committed advocates. Employees who are not committed to carrying out MPS's school mission, or who behave in a manner that is contrary to the goals of the School, may be deemed not a good fit for MPS and released from at-will employment on that basis.

- Personal appearance: Apparel of a controversial nature which is likely to be divisive or disruptive to students or interfere with MPS's neutral viewpoint work environment.
- Updated holiday/break dates
- Increase sick leave rate from $150 to $250 per day
- Pay during leave: If the employee's leave coincides with a paid holiday, the employee must have returned to work prior to the start of the paid holiday to be eligible for holiday pay.

4. *__Budget Implications:__*

The fiscal impact to the changes noted have been incorporated into the 2024-25 Adopted Budget that will be presented to the Board on June 17, 2024.

5. *__Exhibits:__*

☐ Appendix 1: Updated 2023-24 MPS Employee Handbook (clean)

# EMPLOYEE HANDBOOK

# 2024-2025

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

| |
|---|
| PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL. |
| |
| EMPLOYEE NAME: _____ |
| |
| I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School. |
| |
| I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status. |
| |
| I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. |
| |
| I understand that other than the CEO or the CEO designee, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Only the CEO has the authority to make any such agreement and then only in writing. |
| |
| Employee's Signature: _____ Date: _____ |
| |

**Please review this Handbook carefully and acknowledge your receipt and understanding of it in Human Resources Information System.**

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# Magnolia Public Schools

**The Vision**
Graduates of Magnolia Public Schools ("MPS") are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

**The Mission**
MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts, and math (STEAM) in a safe environment that cultivates respect for self and others.

**Core Values**
MPS has identified the following core values which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities:

- Excellence
- Innovation
- Connection

## Magnolia Science Academy Schools

| Magnolia Science Academy-1 | 18238 Sherman Way Reseda, CA 91335 | (818) 609-0507 |
|---|---|---|
| Magnolia Science Academy-2 | 17125 Victory Blvd. Van Nuys, CA 91406 | (818) 758-0300 |
| Magnolia Science Academy-3 | 1254 East Helmick St., Carson, CA 90746 | (310) 637-3806 |
| Magnolia Science Academy-4 | 11330 W Graham Place Los Angeles, CA 90064 | (310) 473-2464 |
| Magnolia Science Academy-5 | 18238 Sherman Way Reseda, CA 91335 | (818) 705-5676 |
| Magnolia Science Academy-6 | 745 S Wilton Pl Los Angeles, CA 90005 | (310) 842-8555 |
| Magnolia Science Academy-7 | 18355 Roscoe Blvd. Northridge, CA 91325 | (818) 221-5328 |
| Magnolia Science Academy-8 (Bell) | 6411 Orchard Ave Bell, CA 90201 | (323) 826-3925 |
| Magnolia Science Academy-San Diego | 6525 Estrella Ave. San Diego, CA 92120 | (619) 644-1300 |
| Magnolia Science Academy-Santa Ana | 2840 W 1$^{st}$ St. Santa Ana, CA 92703 | (714) 479-0115 |

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# INTRODUCTION

This Handbook summarizes the Magnolia Public Schools' (hereinafter referred to as "MPS" or "School") personnel policies applicable to all employees.  Please review these policies carefully.  If employees have any questions about the policies outlined in this Handbook, or if they have any other personnel related questions, whether related to policies specifically addressed in this Handbook or not, please consult the **MPS Home Office ("MERF") Human Resources Department**.

This Handbook is intended only as a guide to the School's personnel policies, outlining and highlighting those policies and practices.  It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied.  This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you.  Only **the Chief Executive Officer ("CEO") of MPS**, with the express written approval of the Board of Directors, may alter the at-will employment status of any of its employees.

After reviewing this Handbook, please e-sign the employee acknowledgement form **in the Human Resource Management System Employee Self Service Portal.**  This signed acknowledgement demonstrates to the School that the employee has read, understood and agrees to comply with the policies outlined in the Handbook.

## CONDITIONS OF EMPLOYMENT

### Equal Employment Opportunity Policy

MPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including reproductive health decision making, an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation.  The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. MPS will then conduct an investigation to identify the barriers that interfere

with the equal opportunity of the applicant or employee to perform the job.  MPS will identify possible accommodations, if any, that will help eliminate the limitation.  If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School.  Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School.  Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will.  No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment.  Further, none of those documents, whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

## Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters.  Mandated reporter training will also be provided to employees hired during the course of the school year.  This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

By acknowledging receipt of this Handbook, the employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

## Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must report within one workday of release to the Principal.

## Tuberculosis Testing

All prospective employees and continuing employees must provide proof of clearance from active tuberculosis (TB) from a healthcare provider. Applicants must provide proof in the form of a clear TB test, skin test, or chest x-ray of the lungs. Returning employees of the School may submit a Risk Assessment Form signed off on by their healthcare provider, or any of the options approved for new hire employees. However, if a Risk Assessment Form is used by the employee and TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB.

The examination for TB consists of an approved TB test, which, if positive will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial and continuing employment with the School.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

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The employee will not be required to submit a new TB exam if the employee can produce a current certificate showing they were found free of infectious tuberculosis within sixty (60) days of initial hire.  The cost of the examination required of existing and new-hire employees shall be a reimbursable expense.  Employees should follow the MPS Purchase Policies & Procedures Manual while making their reimbursement requests.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee.  The availability of this testing may be announced by the School.  Failure to maintain current TB test results may result in placement on inactive status for failure to meet the minimum conditions of employment, or disciplinary action, up to and including release from at-will employment.

### Immigration Compliance

MPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990.  As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States.  However, MPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.  Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.   Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

If the employee has any questions or needs more information on immigration compliance issues, they should contact the Principal.

### Professional Boundaries:  Staff/Student Interaction Policy

MPS recognizes its responsibility to establish and enforce all rules and regulations governing student and employee behavior to create a safe, inclusive, and most learning-conducive environment possible.

Corporal Punishment:
Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

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For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Restraining a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior:

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.  One viable standard that can be quickly applied, when the employee is unsure if certain conduct is acceptable, is to ask, "Would I be engaged in this conduct if my family or colleagues, including someone from my HR Department, were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view.  The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

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Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Professional Boundaries with Social Media

Employees are at particular risk of a professional boundaries violation when interacting with students on social media. Employees must not discuss or share information about, or images of, students on social media.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy):

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior;
- Insulting students, calling students names, using swear words, or making intimidating gestures or comments.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors:
**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence).**

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors:

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if a conflict arises with a student;
- Informing the Superintendent about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct, a high priority.

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### *Certification and Licensure of Instructional Staff*

All teachers are required to hold a current California teaching credential, certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. MPS complies with all requirements of the authorizers regarding the certification and licensure of instructional staff. Paraprofessional staff may also be required to provide documentation proving that they meet the requirements for paraprofessional staff.  It is the responsibility and a condition of continued employment for all instructional staff, including teachers and paraprofessionals to provide any necessary licensure to a **direct supervisor** no later than the close of business prior to the first day the employee reports for duty.  If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **his or her direct supervisor**.  Staff who are required to possess state and federal certification, expertise, and related requirements must timely maintain such qualifications as a condition of employment at the School. Failure to maintain the appropriate credential/certification required of the position may result in disciplinary action, up to and including release from at-will employment.

### Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation

MPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation.  MPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, discriminated, or retaliated against by the School, based upon the characteristics noted above. These individuals are entitled to bring a complaint to the School under this policy.

MPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business).  Supervisors and managers are to forward any complaints of unlawful harassment to their Supervisor or designee.

When MPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the CEO), the Principal (if the complaint is about a school site employee), or the CEO or designee (if the complaint is about a Home Office employee), will review the allegations,

the facts, and circumstances, and may conduct an investigation if appropriate. Any investigation must be fair, timely and thorough and provide all parties an appropriate process and reach reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. MPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

MPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All employees will receive two (2) hours of sexual harassment prevention training within six (6) weeks of hire. Additionally, all returning employees will receive sexual harassment prevention training within six (6) weeks of the new school year. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Publicly reading, viewing, or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.  Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.  As such, consensual relationships in the workplace may violate MPS policy.


Reporting

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment, discrimination, and retaliation.  Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute a violation of this policy or any other prohibited behavior, they must take immediate action to address such conduct.  Any employee who believes they have been harassed, discriminated against, or retaliated against, or who has witnessed such conduct, is encouraged to immediately report it to the Principal, the CEO, or the Board, as indicated above. See **Appendix A** for the "Harassment / Discrimination / Retaliation Complaint Form."  See **Appendix B** for the general "Internal Complaint Form." See the MPS website for the "Title IX Complaint Policy."

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**Dispute Resolution through Arbitration**

Employees of MPS agree, as a condition of employment, to resolve workplace concerns internally to the extent possible, and through binding and mandatory arbitration where it cannot be handled internally. See **Appendix C** for the "Arbitration Agreement."

## Whistleblower Policy

MPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School.  As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations.  The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation to their direct supervisor or to the MPS HR Department if the concern is about the Supervisor. If the concern is being brought by a non-employee, it should be reported to the school site Principal.  Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred.  A person who makes a report does not have to prove that a violation has occurred.  However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense.  No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.   Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## Drug- and Alcohol-Free Workplace

MPS is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, volunteers, and independent contractors, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust.  Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other MPS stakeholders.

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The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Employees involved in an accident or injury in relation to their work may be subject to mandatory drug or alcohol testing. If MPS assigns post-incident drug or alcohol testing, the employee must agree to submit to the testing for the safety of the workplace, or they may be subject to discipline for falling to comply with a necessary safety protocol.

## Confidential Information

All personnel information and information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties or email addresses (including a private employee email).  All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Employees at the worksite and teleworking must ensure confidential information is maintained in a secure location restricted from access by unauthorized third-parties.

## Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.  An employee involved in any relationships or situations which may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists.  If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances.  Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action.

## Relationships between Employees

While the School's policies do not permit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some situations can create conflicts of interest requiring the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.).  Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and avoid situations of favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism.  If such relationship arises, both employees should notify the School so that appropriate measures can be taken to prevent actual or perceived conflicts of interest or favoritism.

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The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

**No Smoking**

All School buildings and facilities are non-smoking facilities.

**GENERAL WORKPLACE POLICIES**

Workplace Violence

The School takes the safety and security of its employees seriously.  The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property.  Any act or threat of violence must be immediately reported to **the Principal for school site concerns and to the MPS HR Department for Home Office concerns.**

Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees.  Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel.  Every employee will receive a copy of the Injury and Illness Prevention Program, which is kept by **the Principal** and is available for your review.  Additionally, the School has adopted a reopening plan to address the safe reopening and operating of MPS schools following the school closure due to COVID-19.  Employees must carefully review and comply with the reopening plan for which they will receive training and further instruction during Professional Development training and as needed.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times.  Any potential health or safety hazards and all injuries or accidents must be immediately reported to a supervisor.  In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

MPS has developed guidelines to help maintain a secure workplace.  Employees are encouraged to be aware of their surroundings and be on the lookout at all times for any unusual circumstances, such as unknown persons loitering in parking areas, walkways, entrances and exits and service areas.  Report any suspicious persons or activities to **the Principal (or MERF Human Resources for MERF employees)**.  Employee desks and offices should be secured at the end of the day.  When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible.  The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks.  Employees should immediately notify **the Principal (or MERF Human Resources for MERF employees)** when keys are missing or if security access codes or passes have been breached.

## Occupational Safety

MPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School employee and supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, the employee should request assistance from a supervisor. Unsafe conditions must be reported immediately.
Employees shall be observant of any workplace conditions that may be a cause or contributor to the spread of illness caused by virus and disease, including unclean surfaces, personal illness or the possible illness of others, or work conditions that may seem unsanitary or in violation of any active public health or government order.

To maintain occupational safety, the School may adopt and enforce any government or agency approved measures for evaluating and enforcing employee health and wellness, including health screenings, assessments, or checks.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. MPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

## Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident, injury, or possible cause of COVID-19 occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

## Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

## School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly,

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employees do not have a reasonable expectation of privacy when using any School property or facilities. All School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee or employee permission. School property includes all desks, electronic devices, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to School property to any person, including those who refuse to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

## Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter, or if it is conducted in areas where other employees are working. Solicitation during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

## Use of School Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, individual emails, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for nonbusiness use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School. Employees are prohibited from forwarding files, emails, or school owned resources to their personal email accounts or outside the MPS network for non-School use.

Employees should not use personal devices or email accounts for MPS-related communications. Such communications should only take place using MPS-issued devices and via the employee's MPS email account. **Employees are required to promptly respond to work emails and communications. Exempt and nonexempt employees must respond within one (1) business day.**

Additionally, the School uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, pornographic, and/or harmful to minors. These measures may include, but are not limited to, using a spam filter, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult

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sites, using a filtering system that will filter all internet traffic and report potential instances of misuse to the School.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide **the I.T. Coordinator** with all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright.

Employees are not permitted to use the School's communications equipment and technology to view content or images that are obscene, pornographic, and/or harmful to minors. The email system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs with little or no educational value may not be displayed or transmitted. The e-mail system and internet access are not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

## Telework Policy

Purpose

From time to time, in its discretion, MPS may assign certain staff members to telework based on the needs of the organization. If telework is assigned, or otherwise authorized, employees will comply with the requirements of this telework policy.

Definition

Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a Magnolia-wide benefit. This arrangement in no way alters or changes the terms and conditions of employment with Magnolia, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, Magnolia has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements

MPS will designate at the beginning of employment whether a position is on-site, fully remote, or a hybrid of on-site and remote (also known as telework). Employees with telework assignments shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all Magnolia policies and procedures when teleworking, including all of the foregoing set forth in Magnolia's most recent Employee Handbook. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.

Nonexempt employees will be required to (1) record all hours worked as assigned by Magnolia and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive prior written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations

Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of Magnolia and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of Magnolia;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of Magnolia data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet Magnolia's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;
- Telework sites must be in California;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Supervisor Responsibilities

Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/department events, meetings, messages, etc., as applicable, to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication And Accessibility

Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other Magnolia stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co-workers, Magnolia stakeholders, and Magnolia generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety

The telework space is considered an extension of Magnolia's worksite. Employees will have the same responsibility for safe practices, accident prevention, and accident/injury reporting as in the regular worksite. In case of injury, accident, theft, loss, or tort liability related to telework, the employee must immediately report the event to their supervisor and allow Magnolia or its authorized agent to investigate and/or inspect the telework site as needed.
Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, And Furniture

Magnolia will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Magnolia will not provide office furniture for the workspace at home and the employee's home work-site must be minimally equipped to serve as a remote workspace.

Laptop devices and internet hotspots will be supplied and maintained by the Magnolia, subject to availability. Any equipment provided by Magnolia to the employee shall remain the property of Magnolia. Equipment supplied by Magnolia is to be used for work purposes only. Employees must sign an inventory of all Magnolia property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of Magnolia property. Employees shall be held liable to Magnolia whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of Magnolia property. Upon cessation of a telework assignment, all Magnolia property must be returned to Magnolia.

All other necessary technology shall be supplied by the employee as approved by Magnolia. All technology supplied by the employee shall be maintained by the employee. Magnolia accepts no responsibility for damage or repairs to employee-owned equipment. Employees who supply personal technology for a Magnolia-related use shall be eligible for a reimbursement pursuant to

the "Reimbursement" section below. Any employee who proposes to supply their own personal technology for Magnolia related work shall notify their supervisor of the same and provide an inventory of such personal technology.

Reimbursement

Magnolia shall reimburse employees for actual and necessary expenses incurred by the employee for purposes of carrying out Magnolia business when such expenses are expressly authorized and preapproved by Magnolia.

Employees who believe their expenses exceed the reimbursement amounts described above shall be required to submit copies of their expenses, such as the internet and/or cell phone bill at issue, for review. Such bills may be redacted as needed to remove any private/confidential information.

Information Security And Confidentiality

Employees must never provide any third parties access to Magnolia network or share network access passwords, and must comply with all policies and procedures related to information security and network access, including policies and procedures contained in the Magnolia Employee Handbook.

Consistent with Magnolia's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any Magnolia materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and shall not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of Magnolia materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards

Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members, including as detailed in the "Professional Boundaries: Staff/Student Interaction" policy. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly

face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

Magnolia may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Magnolia shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at Magnolia following the COVID-19 pandemic.

## Use of Personal Property

Employees are not encouraged to bring in personal property or materials for use in the School setting.  If an employee has a personal property item he or she would like to bring in for School use, the employee must first gain approval by MPS. MPS will not be responsible or liable for the property item.  The employee assumes all liability for any damage or injury caused by bringing in a personal property item.
The employee may be subject to discipline for a violation of this policy.  The School will not be liable for lost, stolen or damaged person property items, and such items are brought in at the employee's own risk.

## Security Cameras on Campus

MPS has authorized the use of security cameras in public areas where there is no reasonable expectation of privacy, including in and around School buildings and on School property. The purpose of this program is to promote and maintain a safe, secure, and healthy environment for students and staff, and to protect the community's investment in School owned or leased property and facilities.

Public areas may include school buses, building entrances, hallways, parking lots, front offices where students, employees, and parents come and go, break rooms, gymnasiums during public activities, cafeterias, and supply rooms. Private areas of campus, such as private employee offices (unless consent by the office owner is given), restrooms, and locker rooms will not be subject to security camera recording.  Additionally, MPS will post signage indicating the areas of campus where security cameras are in use.

The precise location of security cameras shall be determined by MPS or by the School-site principal with the approval of the CEO. Input from employees may be sought to determine the most beneficial locations for security cameras. A diagram showing the wiring of the local server for the security cameras at the school sites shall be shared with the Board prior to the installation of the security monitoring system.

Security cameras will not be used to record audio or live footage, and footage will be kept private and destroyed after thirty (30) days, unless the preservation of the footage is otherwise needed. Authorized personnel may view the security camera footage by accessing the pre-recorded footage saved to a digital file. While MPS will not use the security camera footage to evaluate employee performance, it may be used by MPS or law enforcement in cases of suspected illegal

or inappropriate conduct.  In such cases, MPS cannot guarantee that security camera footage will be kept private.

Under no circumstances will employees make unauthorized copies or duplicates of security camera footage.

Employees are prohibited from tampering with the MPS's security cameras, systems, and/or footage. "Tampering" includes any unauthorized use, access, or physical damage, or any attempt to interfere, block or prevent the security camera from recording footage.  Any employee found to have tampered with MPS security monitoring system may be disciplined, up to and including termination, and they may also be liable for any damage to the system.

## Social Media

If an employee decides to post information on the Internet (i.e., blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
  - Employees may not use or post images of students or student information or work;
- Student and employee confidentiality policies must be adhered to;
  - Employees must make clear that the views expressed in their blogs are their own and not those of the School;
  - Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
  - Employees are not authorized to publish any confidential information maintained by the School;
  - Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
  - Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings are disruptive to the School or violate this or other School policies.

## Intellectual Property Rights

Any intellectual property, such as trademarks, copyrights and patents, and any work created by an employee in the course of employment at the School shall be the property of the School and deemed a work made for hire and the employee is deemed to have waived all rights in favor of the School. Work, for the purpose of this policy refers to written, creative or media work. All source material used in presentation or written documents must acknowledged the author or owner.

## Media Contacts

All media inquiries regarding the School and its operations must be referred to the **Chief Impact Officer or designee**. Only the Chief Impact Officer or designee is authorized to make or approve public statements pertaining to the School or its operations, although, public employees do not lose the right to speak on matters of public importance. No employee, unless specifically designated by the **Chief Impact Officer** or designee, is authorized to make statements to the media on behalf of the School. Any employee who would like to write and/or publish an article, paper, or other publication on behalf of the School must obtain approval from the Chief Impact Officer or designee before publication.

## Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep **the Principal (or MERF Human Resources for MERF employees)** advised of changes that should be reflected in their personnel file by making the changes in the Human Resources Information System Employee Self Service Portal. Such changes include: change in name, address, telephone number, personal information if required for insurance purposes (e.g., marital/domestic partnership status, number of dependents) and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. MPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to **the Principal (or MERF Human Resources for MERF employees)**. Only **the Principal and MERF Human Resources** or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

## HOURS OF WORK, OVERTIME AND ATTENDANCE

### Employee Classifications

An employee's salary and benefits depend on a wide range of factors, including base scale, qualifications, additional duties, and performance. Employees who have any questions about their salary, should speak to the Principal or the Human Resources Department for more details.

| Classification Type | Definition | Eligible Benefits |
| --- | --- | --- |
| **Full-Time Salaried** | Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period. | - STRS/PERS/401K Retirement Plan<br>- Personal Necessity/Sick Leave/Floating Holiday<br>- 100% Health Benefits Coverage (including family members)<br>- Life insurance Plan<br>- Vacation Hours (12-months employees only)<br>- Tuition Reimbursement Program |
| **Full-Time Hourly** | Employed on a regularly scheduled **30+ hours per week** basis for a non-specified period. | - STRS/PERS/401K Retirement Plan<br>- Personal Necessity/Sick Leave Hours/Floating Holiday<br>- 100% Health Benefits Coverage (including family members)<br>- Life insurance Plan<br>- Vacation Hours (12-months employees only)<br>- Tuition Reimbursement |
| **Part-Time Hourly** | Employed on a regularly scheduled basis of **20.00 to 29.99 hours per week** for a non-specified time. | - STRS/PERS Sick Leave |
| **Part-Time Hourly** | Employed on a regularly scheduled basis of **19.99 or less hours per week** for a non-specified time. | - Sick Leave<br>- Not eligible for any other benefits |
| **Temporary/Seasonal Full-Time** | Employed on a regularly scheduled basis of **30+ hour per workweek for a finite period of time** (though they are still at will employees). | - Sick Leave<br>- Some full-time temporary and seasonal employees may also be eligible for employer-sponsored health benefits, as required by law. |
| **Temporary/Seasonal Part-Time** | Employed on a regularly scheduled basis of **29 or less hours per week for a finite period of time** (though they are still at-will employees)**.** | - While this position may be eligible for Sick Leave, it is not eligible for any benefits. |
| **Independent Contractor** | Independent Contractors are non-employees. | Not eligible for any benefits. |

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## Work Hours and Schedules

The School's normal operating hours are from **\*7:30 a.m. to 4:00 p.m.**, Monday through Friday.  The work schedule for hourly nonexempt employees may vary.  Each employee will be assigned a work schedule by their supervisor.  \*Typical working hours for hourly nonexempt employees may be as follows:

| REGULAR WORKING HOURS* | |
|---|---|
| School Level:<br>Full-time office staff | 7:30 a.m. – 4:00 p.m.<br>(may include a meal break for thirty (30) minutes and two ten (10) minute breaks) |
| School Level:<br>All other full-time employees | 7:45 a.m. – 4:00 p.m.<br>(may include a meal break for thirty (30) minutes and two ten (10) minute breaks) |
| CMO Level:<br>All full-time MERF employees | 8:30 a.m. – 5:00 p.m.<br>(may include a meal break for thirty (30) minutes and two ten (10) -minute breaks) |

\* Working hours may vary from one School site to another.

Employee work schedules and pay may fluctuate depending on the workload:

- Employees may have to work hours beyond their normal schedules as work demands require.
- Hourly employees will only be paid for the hours actually worked unless accrued paid leave is used or during a paid holiday for eligible employees.
- Employees are expected to attend weekly staff meetings and other mandatory training and meetings.
- Full-time teachers may be required to supplement regular curricular activities through after school programs, including tutoring and clubs.  Each full-time teacher is expected to offer at least two after school programs per week.
- As directed by the Principal, employees may be required to conduct home visits to develop a positive school-home relationship that supports student achievement.
- As directed by the Principal, employees may also be required to attend school events and activities, including but not limited to, parent conferences, student/parent orientation, back-to school nights, parent/community meetings, and any other school events and activities that occur during or outside of the normal school day, as indicated in the work year calendar.  This required work is distinguishable from the employee's involvement in non-work volunteer activities, which are not required by the employee's employment.
- Employees are expected to perform other duties as requested by their direct supervisor.

## Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case by-case basis.  Generally, teachers and administrators are exempt from earning

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overtime pay.  Exempt employees may have to work hours beyond their normal schedules as work demands require, thus, no overtime compensation will be paid to exempt employees.  Nonexempt employees may be eligible to earn overtime if required to work beyond the regularly scheduled workday or workweek.  Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. MPS will attempt to distribute overtime evenly and accommodate individual schedules, however, the operational needs of the School are paramount. All overtime work must be previously authorized in writing by **the Principal (or MERF Human Resources for MERF employees.)**  MPS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law.

## Make Up Time

A non-exempt employee may make a written request to make up work time that is or would be lost as a result of another scheduled absence.  It is at the sole discretion of the School to approve or reject the request. The hours of that make up work may only be performed in the same workweek in which the work time was lost and may not result in the employee earning overtime. The makeup time must not exceed eleven (11) hours of work in one day or forty (40) hours of work in one week.  The employee is responsible for recording time worked and taking all applicable rest and meal breaks during make-up time.  Make up time is not encouraged and is based on the availability of work.

Employees who are called to work on a scheduled day off, such as a holiday, may be provided a makeup day off during the same workweek, schedule permitting and with supervisor approval.

## Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees.  However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. The School will comply with such legal procedures.

Employees are strongly encouraged to avoid such wage attachments and garnishments.

## Meal and Rest Periods

All employees working at least five (5) hours are provided with a thirty (30) minute unpaid meal period, to be taken approximately in the middle of the workday, but by no later than the end of the fifth (5th) hour of the workday.  An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and MPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as

practicable.  Employees are prohibited from combining meal and rest period time.  An employee's supervisor must be aware of and approve scheduled meal and rest periods.  Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods.   Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

## Lactation Accommodation

MPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child.  The break time shall, if possible, run concurrently with any break time already provided to the employee.  Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

MPS will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is located close to the employee's work area.  Such room/location shall not be a bathroom and shall have electricity.  Employees shall also be given access to a sink with running water and a refrigerator.  Employees with private offices will be required to use their offices to express breast milk.  Employees who desire lactation accommodations should contact their supervisor to request accommodations.

## Pay Days

Paydays are scheduled twice per month for **all employees**. The pay periods run from the 1st of the month to the 15th of the month (with paychecks available on the 20th of the month) and the 16th of the month to the end of the month (with paychecks available on the 5th of the following month). For 12-month employees, the School pays up to twenty-four (24) pay periods. For 11 month employees, the School pays up to twenty-two (22) pay periods. The total number of pay periods may vary depending on the starting and ending date of employment, and whether the employee performed work, used time from the accrued leave (paid sick leave, vacation leave, PTO), or is eligible for a paid holiday during the pay period. The last pay period of the school year ends on June 30th.   Each paycheck will include earnings for all reported work performed through the end of the payroll period and is subject to regular withholdings.  In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay no later than the next day of work after the day(s) off.

Employees should promptly notify **the Principal (or MERF Human Resources for MERF employees)** with questions regarding the calculations of their paycheck. Any corrections will be noted and will appear on the following payroll check.

## Payroll Withholdings

As required by law, the School shall make all required withholdings, including:

> <u>Federal Income Tax Withholding</u>:  The amount varies with the number of exemptions the employee claims and the gross pay amount.
> <u>State Income Tax Withholding</u>:  The amount varies with the number of exemptions the employee claims and the gross pay amount.
> <u>Social Security (FICA)</u>:  The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
> <u>State Disability Insurance (SDI)</u>:  This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action.  If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment.   The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every payroll deduction is explained on the check voucher.  Employees are directed to contact Human Resources with questions.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Principal (or MERF Human Resources for MERF employees) and by updating the Human Resources Information System Employee Self Service Portal**.  The Human Resources Department also maintains a supply of forms.

It is the employee's responsibility to report any changes in filing status to **the Principal (or MERF Human Resources for MERF employees)** <u>by updating his/her Human Resource Management System Employee Self Service Portal</u>.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns.  The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law.  Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

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## Salary Compensation for Partial Pay Period

Salary payments to employees who are employed for less than a full pay period because of leave without pay, separation from employment for any reason, or employment at dates other than the beginning or the end of the pay period are computed on the basis of actual working days in the month.  For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

For teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

## Pay Rate Schedule

Pay is primarily determined by the work classification, employee qualifications, years of service, and individual performance.  The School uses the Board approved employee pay raise scales to determine the salaries for **full-time teaching staff and non-classroom based academic personnel and school leaders**. MERF employees and classified employees pay are determined by the MPS Board approved salary band. Please refer to the scales for details. For school level classified employees, the pay is primarily determined by the work classification and individual performance.

## Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. School and MPS organized In-Service and Professional Development days are considered regular working days, employees are expected to be present on those days.  If it is necessary to be absent or late, the employee must arrange it in advance with a **direct supervisor.**  If it is not possible to arrange the absence or tardiness in advance, the employee must notify a **direct supervisor** no later than one-half (1/2) hour before the start of the workday.  Teachers are also responsible to have a substitute folder for use when they are absent from school.  If the employee is absent from work longer than one day, they must keep their **direct supervisor** sufficiently informed of the situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, as shown below in the Disciplinary Action Chart for Tardiness.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School.  Absence for more than three (3) consecutive days without notifying the Principal will be considered a voluntary resignation from employment, except in certain documented emergency circumstances.  The actual amount of time used during the tardiness will be subtracted from employee's vacation or sick leave hours (if related to a sick leave purpose) for each tardiness, in one (1) hour increment. Once all sick leave/vacation is used, employee's tardy hours will be reflected as unpaid time off.

| CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES | | |
|---|---|---|
| | **OCCURRENCES/DAYS** | **STEP AND ACTION** |
| **TARDINESS** | 1 -3 tardiness | Verbal Warning |
| | The 4th tardy | Written Warning. |
| | The 5th tardy | Employee <mark>may</mark> also be placed on an Improvement Plan. |
| | 6th and subsequent tardiness | Disciplinary: The employee may be subject to further discipline or dismissal. |
| **ABSENCES** | After all sick leave/vacation days are used | For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence. |
| **NO CALL/NO SHOW** | 3 consecutive days | Considered job abandonment, which can lead to termination. |

## Timecards and Records

By law, MPS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed.  The time card indicates when the employee arrived and when the employee departed.  All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments.  All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked.  If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Principal <mark>within the same pay period</mark> to make the correction and such correction request must be approved by the Principal.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

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No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

## Mandatory Training and Meetings

Employees may be required to attend online/onsite trainings, lectures and meetings outside of regular working hours.  All teaching staff and school administrators are required to attend summer in-services, weekly staff meetings, and other mandatory training and meetings as directed by the **Principal.**

The School will pay non-exempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours. All staff will be paid for the total hours of mandatory trainings plus travel time and mileage reimbursement (if applicable) with respect to MPS Reimbursement Policy.

All mandatory trainings, lectures and meetings will be identified as such.  The School will not pay nonexempt employees for attendance at voluntary trainings.  If the employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their **direct supervisor** before attending.

All non-exempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

## Expense Reimbursements

The School may reimburse employees for certain reasonably necessary expenses incurred in the furtherance of School business, including, but not limited to, fingerprint processing fees, TB test fees, First Aid & CPR fees, fees of exams that lead to professional certification (CSET, CBEST, RICA, CTEL, CLAD, CPACE, etc.,) and other approved School business and profession related expenses. During the onboarding process for a new-hire, fingerprint processing fees and TB test fees may be reimbursed up to 2 (two) fees upon the supervisor and/or the HR Department's request and approval. Credential fees, university entrance exam fees, and US Constitution exam fees are not reimbursable. Please refer to the MPS Tuition Reimbursement policy for professional development opportunities and certification programs reimbursed by the School.

In order to be eligible for reimbursement, employees must follow the protocol set forth in the MERF's policy regarding expenditures, a copy of which may be obtained from the **Principal (or MERF Human Resources for MERF employees)**.

MERF Purchase Policies and Procedures Manual requires all employee expense or purchase plans to be pre-approved by his/her supervisor.

All new and continuing tuition reimbursement requests must be pre-approved annually by employee's supervisor as stated in the MPS Tuition Policy.

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## STANDARDS OF CONDUCT

### Personal Appearance/Standards of Dress

MPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.

2. Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.

3. Slacks and shorts are to be worn on the waist with no portion of an undergarment showing.

4. Shorts should be modest in length and should be no higher than three (3) inches above the knee.

5. Skirts and dresses should be no higher than three (3) inches above the knee.

6. All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

7. For safety purposes, earrings must not dangle more than one (1) inch below the ear.

8. Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

9. Apparel of a controversial nature which is likely to be divisive or disruptive to students or interfere with MPS's neutral viewpoint work environment.

10. Due to safety concern, appropriate shoes must be worn at all times. For example; flip flops are not appropriate foot wear.

11. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during working hours.

12. Supervisors will inform employees of any specific dress requirements for their position.

## Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees who behave with a disregard for school rules, mission, or vision will be disciplined accordingly. This includes employees who behave with a lack of courtesy and civility toward others, who do not prioritize their commitment to MPS, and who undermine or act against School programs, rules, and policies. MPS wishes to provide students with the best quality of education by committed school leaders with a student-centric mindset. MPS understands that not every person values and prioritizes a charter school education with the same level of commitment, and that is the prerogative of the individual. However, it is MPS's prerogative in an at-will employment relationship to seek to surround our students with committed advocates, and to end employment relationships with individuals who do not carry out the School's mission. Employees who are not committed to carrying out MPS's school mission, or who behave in a manner that is contrary to the goals of the School, may be deemed not a good fit for MPS and released from at-will employment on that basis. Similarly, employees who violate the spirit of this section, or the expressly written rules of conduct, may be released from at-will employment. The following is a list of conduct that is prohibited by the School.  This list is not exhaustive and is intended only to provide examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the employment relationship the employee has with the School nor does it prevent the School from releasing employees for any or no reason at all, consistent with the at-will employment relationship.

- Insubordination – willfully or negligently failing to perform a task or duty assigned or act in accordance with instructions provided by the School;
- Unprofessional conduct.
- Inefficiency - including willful or negligent restriction of output, carelessness or unnecessary wastes of time or material, neglect of job duties or responsibilities;
- Unacceptable or poor job performance;
- Privacy violations or release of confidential information without authorization;
- Violations of the attendance policy or other unexcused/unreported absence and/or lack of punctuality;
- Improper use or abuse of leave;
- Working unauthorized overtime or refusing to work assigned overtime;
- Misuse of School property or funds;
- Improper use of School equipment, materials, time or property;
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
- Failure to maintain a required license, certification or permit current and in good standing;
- Horseplay or other unnecessary or inappropriate physical contact;
- Sleeping, loitering, or malingering on the job;
- Refusal to communicate with students, parents, supervisors, or other employees;
- Conducting personal business during business hours and/or unauthorized use of School property for non-School reasons;
- Posting any notices on School premises without prior written approval of management unless posting is on a School bulletin board designated for employee postings and is otherwise non offensive and appropriate for the workplace;
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter, is strictly prohibited on School property by non-employees and by employees.  This rule does not cover periods of time when employees are off their jobs such as lunch periods

and break times.  However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks;

- Failure to comply with the School's safety procedures;
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment;
- Immoral or indecent conduct;
- Fighting or instigating a fight on School premises;
- Gambling on school premises;
- Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees;
- Possession of alcohol or illegal drugs and controlled substances at work, or reporting to work while under the influence of the same;
- Dishonesty;
- Falsification, fraud or omission of pertinent information when applying for a position;
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record;
- Theft or embezzlement;
- Willful destruction of School property;
- Conviction of a crime making the employee unfit for the position, or failure to report a criminal charge or conviction to the School;
- Possession of firearms, or any other dangerous weapon, while on campus or while working for the School;
- Violation of the discrimination, harassment or retaliation policy;
- Engaging in sabotage or espionage (industrial or otherwise);
- Any willful act that endangers the safety, health or wellbeing of another individual;
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school;
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School; and
- Failure to respond to work-related communications within 1 day for exempt employees and 1 business day for nonexempt employees.
- Violations of federal, state or local laws affecting the organization or the employee's employment with the organization.

Off-Duty Conduct

While the School does not seek to interfere with the lawful off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests.  For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility.  Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School.  For this reason, second jobs are strongly discouraged.  The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the School;

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with the School;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with the School;
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of the School.

Employees who wish to engage in additional employment must submit a written request to the School explaining the details of the additional employment.  The School will advise the employee of whether a conflict appears to exist based on the information provided.  The School assumes no responsibility for this determination or the employee's other employment.  MPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of the additional employment.  Authorization to engage in additional employment can be revoked at any time if a conflict is suspected.

## EMPLOYEE BENEFITS

### Holidays and Vacations

### School Holidays

The School recognizes the following holidays.  All exempt and nonexempt **full-time** employees will receive the following paid holidays in 2024-2025:

| School Holidays | Dates |
|---|---|
| Independence Day | **July 4, 2024 (Thursday)** *(for 12month employees)* |
| Labor Day | **September 2, 2024 (Monday)** |
| Veterans Day | **November 11, 2024 (Monday)** |
| Thanksgiving Day* | **November 28, 2024 (Thursday)** |
| Day after Thanksgiving* | **November 29, 2024 (Friday)** |
| Christmas Holiday** | **December 25, 2024 (Wednesday)** |
| Winter Break Holiday** | **December 26, 2024 (Thursday)** |
| Winter Break Holiday** | **December 27, 2024 (Friday)** |
| New Year's Holiday** | **December 31, 2024 (Tuesday)** |
| New Year's Holiday** | **January 1, 2025 (Wednesday)** |
| M. L. King Day | **January 20, 2025 (Monday)** |
| Presidents' Day | **February 14, 2025 (Friday)** (Only MSA-SA & MSA-SD) <br> **February 17, 2025 (Monday)** (All MPS & HO) |
| Cesar Chavez Day | **March 31, 2025 (Monday)** |
| Spring Break Holiday*** | **April 2, 2025 (Wednesday)** (Only MSA-SD) <br> **April 9, 2025 (Wednesday)** (Only MSA-SA) <br> **April 16, 2025 (Wednesday)** (Only MSA1 to 8 & HO) |
| Spring Break Holiday*** | **April 3, 2025 (Thursday)** (Only MSA-SD) <br> **April 10, 2025 (Thursday)** (Only MSA-SA) <br> **April 17, 2025 (Thursday)** (Only MSA1 to 8 & HO) |
| Memorial Day | **May 26, 2025 (Monday)** |
| Juneteenth Holiday | **June 19, 2025 (Thursday)** |

\* Falls during Thanksgiving Break
\*\* Falls during Winter Break
\*\*\* Falls during Spring Break

## School Breaks

All **full-time** exempt employees will receive the following paid school breaks (which may include, and are not in addition to, the School Holiday Schedule above):

- Thanksgiving Break (including Thanksgiving Day and the Day after Thanksgiving)
-  Winter Break (including the Christmas Day, Winter Break Holiday, and New Year's Day)
- Spring Break (including Spring Break Holiday)

**Part-time, temporary, and seasonal employees, and independent contractors, are not compensated during School breaks.**

Full-time **education specialists, school psychologists, college counselors, athletic directors, and school social workers** at the school sites will be treated as teaching staff for the purpose of holidays and vacation. If employees have any questions about their employment classification, they should consult with **MERF Human Resources**.

| SCHOOL BREAKS | DATES |
|---|---|
| **Full-time teaching staff:** | |
| Thanksgiving Break | **November 25 (Mon)-November 29 (Fri), 2024** (All MPS Schools & HO) |
| Winter Break | **December 16, 2024 (Mon)–January 3, 2025 (Fri)** (For MSA1-8 & SA & HO)  **December 23, 2024 (Mon)–January 3, 2025 (Fri)** (For Only MSA-SD) |
| Spring Break | **March 31, 2025 (Mon) - April 4, 2025 (Fri)** (Only MSA-SD) **April 7, 2025  (Mon) - April 11, 2025 (Fri)** (For MSA-SA) **April 14, 2025 (Mon) - April 18, 2025 (Fri)** (For MSA1 to 8 & HO) |
| **School administrators, classified exempt 12 month employees, and MERF employees:** | |
| Thanksgiving Break | **November 27 (Wed)-November 29 (Fri), 2024** (All MPS Schools & HO) |
| Winter Break | **December 18, 2024 (Wed)–January 3, 2025 (Fri)** (For MSA1-8 & SA & HO) **December 25, 2024 (Wed)–January 3, 2025 (Fri)** (For Only MSA-SD) |
| Spring Break | **April 2, 2025 (Wed) - April 4, 2025 (Fri)** (Only MSA-SD) **April 9, 2025 (Wed) - April 11, 2025 (Fri)** (For MSA-SA) **April 16, 2025 (Wed) - April 18, 2025 (Fri)** (For MSA1 to 8 & HO) |

**If a school site has a different schedule of breaks and/or additional breaks other than those listed above, such as fall break, Presidents' week, etc., the general rule of thumb is that fulltime teaching staff will take the whole break off in the school calendar while the School administrators and MERF employees will have two (2) days less off.  Full-time, hourly classified staff are only eligible for pay according to the School Holiday Schedule above.**

## Floating Holidays

All full-time MPS Employees are eligible to receive two (2) floating days each school year. Floating Holidays are not vacation days, and cannot be paid out, cashed out, and cannot be rolled over. Floating holidays are provided at the start of each school year.

## Vacation

The School provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Vacation is provided to prevent overworking.  The School believes that this time is valuable for employees in order to enhance their productivity and to make their work experience with the School personally satisfying.

All **full-time 12 month** employees accrue vacation from the date of hire at the following accrual rates:

| *ELIGIBLE EMPLOYEES | VACATION ACCRUAL | MAX CAP |
| --- | --- | --- |
| School Administrators | Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year | 240 hours |
| School Classified Employees | Hours will accrue per pay period up to 120 hours (6 hours per pay period) per year | 200 hours |
| MERF Employees | Hours will accrue per pay period up to 160 hours (8 hours per pay period) per year | 240 hours |

As a benefit to employees, eligible employees will accrue the maximum vacation time prior to the end of the year to facilitate their use of vacation time before the end of the year.  This accelerated accrual does not entitle eligible employees to vacation time above and beyond their yearly accrual, as indicated in the chart above.  Vacation time may not be utilized before it is earned. Vacation is rolled over from year to year and is capped at 240 hours for administrators and MERF employees, and 200 hours for fulltime classified employees.  There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Employees who have non-sick related partial or full day absences will have vacation time deducted from their vacation bank commensurate with their time off.

No vacation accrues during any unpaid leave of absence or while on disability salary continuation. Vacation accruals recommence when the employee returns to work.

On termination of employment, the eligible employee is paid all accrued, unused vacation at the employee's base rate of pay at the time of his or her separation from employment.

All vacations must be approved in advance by **the direct supervisor of the employee**, who will make reasonable efforts to accommodate employee requests.  Vacation requests must be made at least two (2) weeks prior to the desired vacation time.  Job requirements will always have precedence over vacation schedules. The School may attempt to have some of its employees stagger vacations in an effort to avoid affecting services.

**All 11 month employees, including non-classroom based academic employees and teaching staff,** do not accrue vacation.

For full-time teaching staff, the actual working days start on the first day of summer teacher in-service and end on the last day of school or on the end-of-year school wrap-up day, whichever is later.

**Any accrued but unused vacation will not be paid out at the end of the school year. Nonetheless, all employees are entitled to have their unused vacation time paid out upon separation from the School**.

## Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, MPS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Additionally, employees may use sick leave during public health emergencies resulting in the closure of MPS, the employee's child care provider, or the school of the employee's child.  Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, siblings), or a designated person (i.e., one who is designated by the employee at the time the leave is requested) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition.  Employees limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

All full-time and part-time staff will be credited with forty-eight (48) hours of sick leave at the start of the school year.  In addition to the credited forty-eight (48) hours, all 11 and 12-month full-time employees will accrue two (2) sick leave hours per pay period.  The maximum accrued sick leave is eighty (80) hours per year.  Paid sick leave can be used by all MPS employees who work for at least thirty (30) days within the span of a single calendar year from the commencement of employment.

Employees may roll over up to eighty (80) hours of paid sick leave from year to year.

| MPS EMPLOYEE SICK HOURS | | | |
|---|---|---|---|
| | **BEGINNING** | **ACCRUAL** | **MAXIMUM ACCRUAL** |
| **11-MONTHS FULL-TIME** | 48 hours | 2 hours per pay period | 80 hours |
| **12-MONTHS FULL-TIME** | 48 hours | 2 hours per pay period | 80 hours |
| **PART-TIME** | 48 hours | X | N/A |
| **SEASONAL/TEMPORARY** | 0 | 1 hour for every 30 hours worked | 80 hours |

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date.  Sick leave must be taken by eligible employees in increments of one (1) hour.

Sick leave is intended to be used only for the qualifying purposes stated above.  MPS will not tolerate abuse or misuse of sick leave.  If an employee is absent longer than five (5) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work may be required.

It is integral to the operation of MPS programs, and the education of students, that MPS receive proper advance notice of paid sick leave absences. Unless the delay in reporting was unavoidable, employees must make advance requests for paid sick leave so coverage can be provided for their role, and student programs are not unnecessarily disrupted by a sudden absence. An employee who has an authorized reason for an absence, but no justifiable reason for failing to report it in advance as required by the attendance policy, may be subject to discipline for violation of this section. Employees who are absent for a paid sick leave related reason must request paid sick leave, as supervisors will not assume sick leave is appropriate and enter it on the employee's behalf.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave, if eligible under applicable medical leave law, depending upon the facts and circumstances of the employee's basis for leave beyond the accrued sick leave. If an employee is not eligible for any applicable medical leave and has exhausted all paid sick leave, the employee will not be paid for time not worked.  Employee requests for unpaid medical leave must be approved in advance by the School.

The School may offer to buy back unused paid sick leave days at $250 per day, at the School's discretion, by the end of June.  Employees must work for the School for at least ninety (90) days of their work year before they may be eligible for the School to buy back their paid sick leave. For employees who do not complete ninety (90) days by June 30 and are therefore ineligible for the buy back, their paid sick leave will roll over up to the maximum cap.  The School will not buy back any paid sick leave from new or continuing employees who (1) fail to work for the School for ninety (90) consecutive days of the new work year, or (2) are separated from the School based on misconduct, unprofessionalism, or suspicion of the same.  The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

**Personal Necessity Leave:**

A full-time employee may elect to use up to five (5) days of accumulated sick leave each school year for personal necessity including any of the following specific reasons:
- Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave);
- Accident involving his/her person or property or the person or property of a member of his/her immediate family;
- Appearance in court as a litigant, or as a witness under official order;
- Adoption of a child;
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours;
- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance, unless an emergency situation occurs.  Personal necessity leave is not vacation but rather part of the sick leave policy.  Personal necessity leave does not carry over from school year to school year.

MERF Offered Benefits Chart

| | | Full-Time | | | | | | | Part-Time (20-29.99hr/week) | Part-Time (less than 20hr/week) | Temporary/Seasonal | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Status** | School Admin Home | Classified | | | | | | Teacher | Classified | | Teacher Classified | | |
| **Duration** | 12-Month | 12-Month | | 11-Month | | 11-Month | | | Part-Time | | Part-Time | Full-Time | |
| **Salary Type** | Salaried | Salaried | Hourly | Salaried | Hourly | Salaried | Hourly | | Hourly | | Hourly | Salaried | Hourly |
| **Bereavement** | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | | 40 (Unpaid) | (40 Unpaid) | (40 Unpaid) |
| **Floating Hours** | 16 | 16 | 16 | 16 | 16 | 16 | 16 | NO | NO | | NO | NO | NO |
| **Sick Hours** | 80 | 80 | 80 | 80 | 80 | 80 | 80 | 48 | 48 | | 1 hr per 30 hrs worked | 1 hr per 30 hrs worked | 1 hr per 30 hrs worked |
| **Vacation Hours** | 160 | 120 | 120 | NO | NO | NO | NO | NO | NO | | NO | NO | NO |
| **Health Benefits** | YES | YES | YES | YES | YES | YES | YES | NO | NO | | NO | ⬜ | ⬜ |

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| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Retirement** | YES | YES | YES | YES | YES | YES | YES | YES | NO | NO | NO | NO |
| **Tuition Reimbu** | YES | YES | YES | YES | YES | YES | YES | NO | NO | NO | NO | NO |
| **Paid Time** | YES | YES | YES | YES | YES | YES | YES | NO | NO | NO | NO | NO |

⬜Temporary/seasonal employees may be eligible for health benefits and sick leave depending on the length of the assignment and the hours worked, as specified in the Health Benefits section and Paid Sick Leave section of this Handbook.

## INSURANCE BENEFITS

### Health Insurance

**Full-time** employees are entitled to health insurance benefits in accordance with applicable law and the School's health insurance plan.  The School will cover one-hundred (**100%**) percent of the premium for employees who chose the HMO option and one-hundred (**100%**) percent of the premium to enroll legal dependents in the same program.  The employee's portion of monthly premiums will be deducted from the employee's paycheck for employees who select the PPO selection or a greater amount of insurance coverage.  The School may provide the employee a stipend payment at the rate of $150 per month if employee is enrolled in a separate health insurance benefit program _and declines all employer-sponsored_ _health insurance benefits_ (i.e. medical, vision, and dental) in writing by no later than within the month of August of each year.  MPS will not provide a stipend to employees who will receive or have employer sponsored health insurance coverage through an actively working partner spouse of MPS.

After the end of the open enrollment or once the employee selects a plan, employee may not cancel or convert from HMO to PPO or vice versa until the next open enrollment unless there is a qualifying event such as birth of a child, loss of coverage, marital status.

Part-time, and temporary/seasonal employees working less than 30 hours per week are not entitled to health benefits provided by the School.  Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of the School and are not eligible for benefits provided by the School.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage.  Unless otherwise mandated by law, employees on a leave of absence are responsible for selecting continuing health coverage and paying the premium for such coverage. Failure to timely request and pay for such coverage will result in the loss of coverage.

Eligibility Coverage Start Date

Subject to health insurance carrier approval, employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month.  The employee is responsible for logging into MPS's Human Resources Information System and properly enrolling in any selected plans within the first thirty (30) days of their start date.

### Disability Insurance

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers.  Employees may be eligible for SDI when they are out of work related to an injury, subject to SDI eligibility requirements.  The employee must contact SDI for specific rules and regulations relating to SDI eligibility, and the **MERF Human Resources** may be available to assist.

### Family Leave Insurance

Employees covered by the SDI may also be covered by the California Paid Family Leave Insurance program.  Eligible employees are entitled to receive up to eight (8) weeks of wage replacement benefits from the State of California when they suffer a wage loss for taking time off to care for a seriously ill or injured qualifying family member or to bond with a new child within one (1) year of birth or placement of the child with the employee.  Specific rules and regulations relating to Family Leave Insurance are available from SDI, and the **MERF Human Resources** may be able to assist.

### Life Insurance

Employee life insurance is provided by MERF. All full-time employees will be covered upon hire, subject to program eligibility requirements. Employees should contact the Human Resources Department for coverage details.

### Workers' Compensation Insurance

Eligible employees are entitled to Workers' Compensation Insurance benefits when suffering from an occupational illness or injury.  This benefit is provided at no cost to the employee.  See below for a further description of making a claim for Workers' Compensation Insurance benefits.

### COBRA Benefits

Continuation of Benefits:

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended.  To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements.  This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's partner and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their partner become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but the employee's partner has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, partners and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

MPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. MPS will then notify the employee or dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if: Premiums for continued coverage are not paid within thirty (30) days of the due date;

- The employee (or their partner or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or their partner or child, as applicable) may have;
- MPS stops providing group health benefits;
- The employee (or their partner or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that the employee is no longer disabled.

## LEAVES OF ABSENCE

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## Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

<u>Employee Eligibility Criteria:</u>

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

<u>Events that may Entitle an Employee to FMLA/CFRA Leave:</u>

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents (or legal guardians) are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy);
  - o A "serious health condition" is an illness, injury (including, but not limited to on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or partner of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - o "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
  - o Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - o Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
- To care for a partner, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

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- When an employee is providing care to a partner, child, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
- For any "qualifying exigency" because the employee is the partner, child, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken:
- FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations.  "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks.  For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
- In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the partner, child, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
- The "twelve-month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
- If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave.  If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement.  Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave:

- An employee on FMLA/CFRA leave because of his/her own serious health condition may use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law
- An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
- If an employee has exhausted his/her sick leave, leave taken under FMLA/CFRA shall be unpaid leave. If the employee's leave coincides with a paid holiday, the employee must have returned to work prior to the start of the paid holiday to be eligible for holiday pay.

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- The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave.  Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits:

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time.  The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period.  When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

MPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

- The employee fails to return from leave after the period of leave to which the employee is entitled has expired.  An employee is deemed to have "failed to return from leave" if ==employee== works less than thirty (30) days after returning from FMLA/CFRA leave; and

- The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority:

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service.  An employee who returns from FMLA/CFRA leave will return with the same seniority they had when the leave commenced.  An employee who was absent from work while fulfilling their covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA covered service.

Medical Certifications:
- An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School.  Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
- The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the

certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

- If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave:
- An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Principal (or MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
- Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

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- When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
- Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.
- If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave:

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

## Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria:

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave:

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave:

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four

months.  For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis.  For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks).  For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation.  Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School.  The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay During Pregnancy Disability Leave:
- An employee on pregnancy disability leave may use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits:

MPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law.  The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period.  MPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:
- The employee fails to return from leave after the designated leave period expires.
- The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

Seniority:

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service.  When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications:

- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
- Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave:

- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal (and MERF Human Resources for MERF employees). An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
- Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work:

- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

> A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

- When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above)
- In accordance with MPS policy, before an employee will be permitted to return from a pregnancy disability leave of five (5) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

<u>Employment during Leave:</u>

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

## Unpaid Leave of Absence

MPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

## Funeral/Bereavement Leave

All MPS employees excluding temporary/seasonal employees will be allowed up to **five** (**5**) paid working days off within the same school year to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member includes a parent, spouse, children, sibling, parents-in-law, grandparents, grandchild, sister/brother-in-law, son/daughter-in-law, or domestic partner. All other employees who have worked for at least thirty (30) days, such as seasonal and temporary employees, are entitled to up to five (5) days of unpaid bereavement leave for the death of an immediate family member. Employees should contact the Principal or the Human Resources department to request bereavement leave. All bereavement requests should be in writing to the Principal and Human Resources department.

If any employee requires more than **five (5)** days off for bereavement leave, the employee may request to use accrued sick days, request additional unpaid leave or may request the opportunity to use any accrued vacation time, which may be granted at the discretion of the School. Bereavement pay will not be used in computing overtime pay.

## Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction.  Reproductive loss leave must be used within three (3) months of a reproductive loss event.  Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave.  Reproductive loss leave shall not be used in computing overtime pay.

## Military and Military Spousal Leave of Absence

MPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and ReEmployment Rights Act of 1994 ("USERRA").  All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits.  For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA.  Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, MPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.  Exceptions to this policy will occur wherever necessary to comply with applicable laws.

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MPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict.  To be eligible for leave, an employee must provide the School with (1) notice of intention to take military ==partner== leave within two (2) business days of receiving official notice that the employee's military ==partner== will be on leave from deployment, and (2) documentation certifying that the employee's military ==partner== will be on leave from deployment during the time that the employee requests leave.

Advance notice of leave is required.  Please inform **the Principal (or MERF Human Resources for MERF employees)** of anticipated military leave time as far in advance as possible.  Accrued vacation will be paid during military leave at the employees request and health plan coverage continuance can be arranged for up to twenty-four (24) months during military leave if required premium payments are made by the employee.  As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in termination of employment.

## Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program.  The School will not pay for the costs incurred in attending a rehabilitation program.  An employee who wishes to identify themselves as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **MERF Human Resources.** The School will take all reasonable steps necessary to maintain the employee's privacy in this situation.  The employee may use accrued sick leave or accrued vacation time, if any, during requested leave.

Nothing in this policy shall prohibit the School from refusing to hire or discharge an employee who, because of his or her current use of alcohol or drugs, is unable to perform his/her duties or cannot perform the duties in a manner that would not endanger his/her health or safety or the health or safety of others.

## Time Off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs.  The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and request School assistance should contact **MERF Human Resources**.  The School will take all reasonable steps to safeguard the

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employee's privacy.  Nonexempt employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

## School Appearance and Activities Leave

As required by law, MPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care.    If more than one (1) parent or guardian is an employee of MPS, the employee that first provides the leave request will be given the requested time off.  Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence.  The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable.  When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

## Time Off to Serve as Election Official

Any employee who serves as an election official is eligible for unpaid leave on election day for purposes of service.  Employees must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to act as an election official as far in advance as possible.

## Time Off for Jury and Witness Duty

The School will provide employees unpaid leave to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice.  The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order.  The employee must notify **the Principal (or MERF Human Resources for MERF employees)** of their commitment to serve on a jury or as a witness as far in advance as possible.

## Victims of Abuse Leave

MPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes.  Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief

necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide MPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide MERF Human Resources one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave.  In addition, MPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work.  To request accommodation under this policy, an employee should contact **MERF Human Resources**.


Time Off for Volunteer Firefighters


Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given reasonable time off from work in accordance with the law.  Employees are requested to alert **the Principal (or MERF Human Resources for MERF employees)** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency.  Any time an employee must perform emergency duties, he/she must notify **the Principal (or MERF Human Resources for MERF employees)** before leaving the School's premises.

## Time Off for Voting

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote.  If possible, employees should make their request at least two days in advance of the election.  Up to two (2) hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work.  Please contact **the Principal (or MERF Human Resources for MERF employees)** to request and schedule time off to vote.

Industrial Injury Leave (Workers' Compensation)

MPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries.  The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure the employee receives any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. MPS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, they will go or be taken to the approved medical center for treatment.  If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at his/her own expense, but they are still required to go to the School's approved medical center for evaluation. All job related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give **the Principal (or MERF Human Resources for MERF employees)** thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should consult **MERF Human Resources.**

## RETIREMENT

### Certificated Staff Members

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in the State Teachers' Retirement System (STRS).

### Classified Staff Members

All full-time non-certificated staff members, including, but not limited to, office staff and instructional aides, are eligible to participate in the Public Employees' Retirement System (PERS).

All part-time non-certificated employees hired to work six months or more become eligible to participate in PERS on the date of hire.  For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

All non-credentialed employees also contribute to Social Security.

### MPS Home Office Staff Members

Full-time Home Office staff members may be eligible to participate in the Public Employees' Retirement System (PERS), the State Teachers' Retirement System (STRS) or 401(K) Retirement Plan.

### Oversight of Benefits

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. MERF will make any contribution that is legally required of the employer, including STRS, PERS, Social Security, workers' compensation, and other payroll obligations.

All withholdings from employees and the MERF will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. MERF will submit all retirement data and will comply with all policies and procedures for payroll reporting. MERF assures that it will provide retirement information in a format required by the Counties.

## EMPLOYMENT EVALUATION AND SEPARATION

### Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their **direct supervisor.** MERF may utilize secure online staff evaluation platform to evaluate staff performances. Performance evaluations will be conducted annually.  The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others.  The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance.  Favorable performance evaluations do not guarantee increases in salary or promotions or job retention.  Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance.  After the review, employees will be required to sign the evaluation report simply to acknowledge that is has been presented to them, that the employee discussed it with their **direct supervisor**, and that they are aware of its contents. Employees may also acknowledge receipt of performance evaluations through the online platform provided by MERF.  The evaluation system or any failure to evaluate an employee in no way alters the at-will employment relationship.

Newly hired employees may have their performance goals reviewed by **your direct supervisor** within the first **ninety (90)** days of employment.

### Discipline and Involuntary Termination

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions and/or termination.  The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.

The disciplinary process will be determined by the School in light of the facts and circumstances of each case.  Each situation will be considered in light of a variety of factors including, but not limited to, the seriousness of the situation, the employee's past conduct and length of service, and the nature of the employee's previous performance or incidents involving the employee.  These policies apply to all employees of the School and apply to all job-related activities of such employees.

Violations of the Employee Handbook, employment agreement, MPS charter, or applicable law are all independently and collectively considered misconduct and will result in disciplinary action up to and including release from at-will employment.

## Voluntary Termination

Except if stated expressly otherwise by employment contract, either the employee or the School may terminate the at-will employment relationship at any time, with or without notice and with or without cause.  While it is not required, the School requests that at-will employees electing to resign give as much advance notice as possible (preferably two weeks) to allow the School to plan for your departure.

An exit interview may be scheduled by **your direct supervisor or the HR Department**.  The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any School property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School.  The School appreciates receiving candid opinions of the employee's employment.

## Pay at Time of Separation

Employees separated from employment will be paid for time worked according to applicable laws.  For full-time employees who are employed for less than a full pay period in their last month, salary payments are computed on the basis of actual working days in the month.  For this purpose, working days are considered to be forty (40) hours Monday through Friday unless otherwise specified.

The School will buy back all unused sick leave days from employees at the rate of $ 250 per day.  The School will not buy back any paid sick leave from new or continuing employees who fail to work for the School for ninety (90) days of the new work year.  Additionally, employees who are terminated based on misconduct or unprofessionalism, or who resign under suspicion of misconduct or unprofessionalism, are not eligible to have paid sick leave paid to them upon their separation from employment.  The School does not buy back sick leave from temporary or seasonal employees, such as summer school employees.

Pay for earned but unused vacation time will be provided to full-time employees at time of separation at the employee's current rate of pay.

Final pay, including pay for any earned but unused sick leave days and vacation time, and if applicable, pay for summer holdback for full-time teaching staff, will be provided in accordance with applicable law. Only employees who are not terminated for misconduct or other related conduct are eligible to be paid for sick leave under the policy.

## Employment References/Verifications

All requests for references and employment verifications must be promptly directed to the employee's **direct supervisor and/or the HR Department**.  When contacted for an employment verification, the School will only provide information concerning dates of employment, the title of

the last position held and length of service. The School may be required to disclose when an employee has been reported to the CTC for allegations of misconduct. Other employees may not provide any employment verifications or provide a professional reference on behalf of the School for another employee. MPS strongly advises supervisors not to provide letters of recommendation on MPS letterhead.

## INTERNAL COMPLAINT REVIEW & OPEN DOOR

### Open Door Policy

The School wishes to provide the most positive and productive work environment possible.  To that end, it has an open door policy where it welcomes employee questions, suggestions or complaints relating to work, conditions of employment, the School or the treatment of employees.  Other than in situations involving harassment (as outlined and described above), the employee must contact **the Principal (or MERF Human Resources for MERF employees)** with questions or concerns.  If the situation is not satisfactorily resolved, the employee should contact **MERF Human Resources**, preferably in writing, who may further review the issue.

### Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns.  All employees have free access to **the CEO** or **Board of Directors** to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints:
*(Complaints by Employees against Employees)*

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the employee's **direct supervisor**.  However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by **the Principal (or the Chief People Officer (or designee) for MERF employees):**

> ➤ The complainant will bring the matter to the attention of **the Principal (or the Chief People Officer (or designee) for Home Office employees)** as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

> ➤ The complainant will reduce their complaint to writing, indicating all known and relevant facts.  **The Principal (or the Chief People Officer for Home Office employees) (or designee)** will carefully consider the facts and circumstances and may investigate the facts and provide a solution or explanation;

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➤ If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the **Chief People Officer (or designee.) The Chief People Officer (or designee)** will carefully consider the facts and circumstances and may investigate the facts and provide a solution or explanation;
If the complaint is about the Chief People Officer, the complainant may file his or her complaint in a signed writing to **the** CEO, who will then conduct a fact-finding or authorize a designee or third-party investigator on behalf of the CEO. **The CEO, designee, or investigator** will carefully consider the facts and circumstances and may investigate the facts and provide a solution or explanation

➤ If the complaint is about the CEO, the complainant may file his or her complaint in a signed writing to **the** Chief People Officer and **President of the School's Board of Directors**, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. **The Board President or investigator** will report their findings to the Board for review and action, if necessary.

Policy for Complaints Against Employees:
*(Complaints by Third Parties against Employees)*

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of **the Principal or the** Chief People Officer (if the complaint concerns the Principal and/or Home Office employees) or **the Board President** (if the complaint concerns the CEO) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, **the Principal (or the Chief People Officer (or the Board President)) (or designee)** shall abide by the following process:

- The Principal (or the Chief People Officer) (or designee) shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Principal (or the Chief People Officer) (or designee) finds that a complaint against an employee is valid, the Principal (or the Chief People Officer) (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or the Chief People Officer) (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
- The Principal's (or the Chief People Officer's) (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements:
- Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
- Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- Resolution:  The Board (if a complaint is about the CEO) or the <mark>Chief People Officer</mark> (if a complaint is about the Principal or MERF employees) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

MPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.  Any modification replaces any pre-existing policies and Handbooks to the extent they are in conflict.

Any written changes to the Handbook will be distributed to all employees.  No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

## **HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM**

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation.  This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Chief People Officer, Principal, MERF Human Resources, or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*MPS will undertake every effort to handle the investigation of your complaint in a confidential manner.  In that regard, the School will disclose the contents of your complaint only to those persons having a need to know.  For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future.  Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender.  It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: _____  Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

_____

_____

1

List any witnesses that were present:

_____
_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements.  I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.


_____          Date: _____
Signature of Complainant


_____
Print Name


Received by:_____          Date: _____

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**APPENDIX B**

## <u>INTERNAL COMPLAINT FORM</u>

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____


Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____


I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.  I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.  I further understand providing false information in this regard could result in disciplinary action up to and including termination.


_____                Date: _____
Signature of Complainant


_____
Print Name

**To be completed by School:**

Received by: _____          Date: _____

<mark>**Appendix C**</mark>

<div align="center"><mark>**ARBITRATION AGREEMENT**</mark></div>

       This ARBITRATION AGREEMENT ("Agreement") is made by and between Magnolia Public Schools ("MPS") and _____ ("Employee"). The purpose of this Agreement is to establish final and binding arbitration for all disputes arising out of Employee's relationship with MPS from the inception of the employment relationship, including, but not limited to, Employee's employment or the termination of Employee's employment, to the fullest extent permitted by applicable law. Employee and MPS desire to arbitrate their disputes on the terms and conditions set forth below to gain the benefits of a speedy, impartial dispute-resolution procedure, and pursuant to the Federal Arbitration Act ("FAA"). Employee and MPS agree to the following:

1.      <u>Claims Covered by the Agreement</u>.

     1.1     Employee and MPS both agree to exclusively and finally resolve by binding arbitration **any and all claims or controversies** ("claims") that MPS may have against Employee or that Employee may have against MPS or against its past, present, or future predecessors, successors, assigns, affiliates, parent and subsidiary companies, joint ventures, pension or benefit plans, administrators, vendors, contractors, and their respective past, present, or future officers, directors, employees, stockholders, representatives, managers, members, partners, partnerships, agents, guests, parents, students, clients, suppliers, vendors, educational advisors, business advisors, financial advisors, attorneys, and accountants, insurers, and indemnitees (collectively, "MPS"), relating to, resulting from, or in any way arising out of this Agreement or the enforcement, interpretation or validity of this Agreement, including the determination of the scope or applicability of this Agreement, any aspect of Employee's relationship with MPS, any aspect of Employee's employment relationship with MPS (pre-hire through post-termination), and/or the termination of Employee's employment relationship with MPS, and/or any act or omission between Employee and MPS to the extent permitted by law. **This**

<div align="center">4</div>

**Agreement does not cover any claim, cause of action, or actions pursuant to workers' compensation laws, unemployment insurance benefits with the Employment Development Department, or any other dispute if an agreement to arbitrate such a dispute is prohibited by law.** Further, nothing in this Agreement precludes Employee from pursuing any administrative agency claims, including, but not limited to, claims with the Civil Rights Division, the Equal Employment Opportunity Commission, the Division of Labor Standards Enforcement, the Department of Labor, and/or the California Public Employment Relations Board.

2.1     The scope of this Agreement is intended to be broad and comprehensive and includes, without limitation, claims for wages or other compensation, including reimbursements, due; claims for penalties or premiums; claims for violations of the California Labor Code; claims for breach of any contract or covenant (express or implied); tort claims (including, but not limited to, those relating to performance or reputation); claims for discrimination, harassment, and/or retaliation (including, but not limited to, race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations); claims for violation of any leaves of absence or accommodations laws; claims for wrongful termination or whistleblowing; claims for benefits (except where an employee benefit or pension plan specifies that its claims procedure shall culminate in an arbitration procedure different from this one); claims for violation of trade secret, proprietary, or confidential information laws; claims for unfair business practices; claims for invasion of privacy; and claims for violation of any public policy, federal, state, or other governmental law, statute, regulation, or ordinance.

3.1     To the fullest extent permitted by law, MPS and Employee agree that for any claim brought on an individual basis, including under the Private Attorneys General Act of 2004, California Labor Code § 2698, *et seq.* ("PAGA"), any such dispute shall be resolved in arbitration on an individual basis (*i.e.*, to resolve whether Employee has personally been aggrieved or subject to any violations of law). To the extent there are any PAGA claims to be litigated in a court of competent jurisdiction, including any representative claims, the MPS and Employee agree that litigation of those claims shall be stayed pending the outcome of any individual claims in arbitration, regardless of which claims or

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actions were filed first. If any provision of this section is found to be unenforceable or unlawful for any reason, the unenforceable provision shall be severed from this arbitration provision and severance of the unenforceable provision shall have no impact whatsoever on the Agreement as a whole, which shall remain enforceable as to all other terms.

2.       Arbitration Procedures.

1.1     Required Notice of Claims and Statute of Limitations. Employee may initiate arbitration by serving or mailing a written notice to the Chief Executive Officer of MPS at MPS's principal place of business. MPS may initiate arbitration by serving or mailing a written notice to Employee at the last address recorded in Employee's personnel file. The written notice must specify with reasonable particularity the claims asserted against the other party. Notice of any claim sought to be arbitrated must be served within the limitations period established by applicable federal or state law. After demand for arbitration has been made by serving written notice, the party demanding arbitration shall file a demand for arbitration with the Office of JAMS located within 50 miles of (i) the last address recorded in Employee's personnel file or (ii) the JAMS closest to the last MPS worksite with which Employee most regularly communicated, whichever is closer. The location of the arbitration is determined in accordance with Section 2.8. Applicable law is determined in accordance with Section 2.6.

2.1     Selection of Arbitration and Applicable Rules. The arbitrator shall be selected within sixty (60) days of the party initiating arbitration under Section 2.1 from the panel of JAMS and the arbitration shall be conducted pursuant to JAMS policies and procedures. Except as provided herein, all rules governing the arbitration shall be the then-applicable rules set forth by JAMS. If the dispute is employment-related, the dispute shall be governed by JAMS's then-current version of the national rules for the resolution of employment disputes, with the exception that discovery and motions for summary judgment will be governed by Sections 2.3 and 2.4 of this Agreement. JAMS's then-applicable rules governing the arbitration may be obtained from JAMS's website, which currently is www.jamsadr.com.

3.1     Discovery and Motions. The parties shall be entitled to engage in all types of discovery (e.g., depositions, interrogatories, request for production of documents, etc.) regarding and relevant to the subject matter of the dispute submitted to arbitration pursuant to the Federal Rules of Civil Procedure ("FRCP"), including but not limited to, FRCP 26. A copy of the FRCP may be obtained from the website of the United States Courts, which is currently

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http://www.uscourts.gov/rules-policies/current-rules-practice-procedure/federal-rules-civil-procedure. The arbitrator is authorized to rule on discovery motions brought under the FRCP. All discovery must be completed no later than twenty (20) days prior to the date set for the arbitration hearing; provided, however, that no discovery may be initiated until after the dispute has been formally submitted to arbitration and an arbitrator has been mutually agreed-upon.

4.1     <u>Dispositive Motions</u>. Either party may file a motion for summary judgment with the arbitrator in accordance with Rule 56 of the FRCP.

5.1     <u>Offers Of Judgment</u>. Either party may serve an offer of judgment consistent with the FRCP.

**6.1**     <u>Applicable Law and Arbitrator Authority</u>. The arbitrator shall apply the substantive law (and the law of remedies, if applicable) of the state in which the claim arose, or federal law, or both, as applicable to the claim(s) asserted. **The arbitrator shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable.**

**_____ (Employee's Initials Acknowledging Arbitrator's Exclusive Authority)**

7.1     <u>Arbitration Decision</u>. The arbitrator's decision will be final and binding. The arbitrator shall issue a written arbitration decision revealing the essential findings and conclusions upon which the decision and/or award is based within thirty (30) calendar days after the hearing's completion. A party's right to appeal the decision is limited to grounds provided under applicable federal or state law.

8.1     <u>Place of Arbitration</u>. The arbitration shall take place at a mutually convenient location (preference shall be provided to a JAMS office) that must be within fifty (50) miles of Employee's last known address with MPS. If the parties cannot agree upon a location, or if a JAMS office is not within fifty (50) miles of Employee's last known address with MPS, then the arbitration shall be held at the JAMS office closest to the last MPS worksite with which Employee most regularly communicated. If Employee worked remotely, then the arbitration shall be held at the JAMS office closest to MPS's worksite where Employee was "assigned," even though Employee did not physically work at the worksite.

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3.      Application for Emergency Injunctive and/or Other Equitable Relief.
        Claims by MPS or Employee for emergency injunctive and/or other
        equitable relief relating to unfair competition and/or the use and/or
        unauthorized disclosure of trade secrets or confidential information shall
        be submitted to JAMS for emergency treatment. The parties agree that
        the JAMS administrator may select a neutral hearing officer (subject to
        conflicts) to hear the emergency request only. The hearing officer
        should be experienced in considering requests for emergency
        injunctive and/or other equitable relief. The hearing officer shall
        conform his/her consideration and ruling with the applicable legal
        standards as if this matter were heard in a court of law in the applicable
        jurisdiction for such a dispute.

4.      Severability. Should any portion of this Agreement be found
        unenforceable, such portion will be severed from this Agreement, and
        the remaining portions shall continue to be enforceable.

5.      Effective Date. This Agreement is retroactively effective to the date that
        Employee's employment with MPS initially began. This Agreement to
        arbitrate shall survive the termination of Employee's employment.

6.      Construction. This Agreement shall be construed and enforced pursuant
        to the FAA. The Arbitrator, and not any federal, state, or local court or
        agency, shall have the exclusive authority to resolve any dispute relating
        to the interpretation, applicability, enforceability, or formation of this
        Agreement, including, but not limited to, any claim that all or any part of
        this Agreement is void or voidable. Any disputes regarding the
        enforceability or validity of this Agreement or any of its provisions shall
        be resolved as if the arbitrator or other decision-maker, if any, is acting
        as a federal district court judge applying the FAA and its precedent.

_____   **(Employee's Initials Acknowledging the FAA)**

7.      Consideration. For employees who are currently employed, MPS's offer
        to make Employee eligible for promotions, raises, bonuses, gifts and
        prizes in the future, and the promises by MPS and Employee to arbitrate
        differences, rather than litigate them before courts or other bodies,
        provide consideration for each other to enter into this Agreement. For
        newly hired employees, MPS and Employee agree that in addition to the
        above consideration, MPS's offer of employment (at-will or otherwise)
        provides adequate consideration for each other to enter into this
        Agreement.

8.      Signatures. A facsimile, scanned, copy, digital, or photographic signature
        shall have the same force and effect as an original signature.

9.      Representation, Fees, and Costs. Each party may be represented by an
        attorney or other representative selected by the party. Each party shall
        be responsible for its own attorneys' or representatives' fees. However, if

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any party prevails on a statutory claim that affords the prevailing party's attorneys' fees, or if there is a written agreement providing for fees, the arbitrator may award reasonable fees to the prevailing party subject to written evidence of such fees and applicable law. MPS shall be responsible for the arbitrator's fees and costs to the extent they exceed any fee or cost that Employee would be required to bear if the action were brought in court.

10. **Waiver of Jury Trial/Exclusive Remedy**. **EMPLOYEE AND EMPLOYER KNOWINGLY WAIVE ANY CONSTITUTIONAL RIGHT TO HAVE ANY DISPUTE BETWEEN THEM DECIDED BY A COURT OF LAW AND/OR BY A JURY IN COURT.**

**_____ (Employee's Initials Acknowledging Waiver of Jury Trial)**

11. **Waiver of Representative/Class Action Proceedings**. **TO THE FULLEST EXTENT PERMITTED BY LAW, EMPLOYEE AND EMPLOYER KNOWINGLY AGREE TO BRING ANY CLAIMS GOVERNED BY THIS AGREEMENT IN HIS/HER/ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF, CLASS MEMBER OR REPRESENTATIVE IN ANY PURPORTED CLASS OR REPRESENTATIVE ACTION. THEY FURTHER AGREE TO WAIVE ANY RIGHT TO PARTICIPATE IN ANY REPRESENTATIVE OR CLASS ACTION PROCEEDING RELATED TO ANY CLAIMS GOVERNED BY THIS AGREEMENT. EMPLOYER AND EMPLOYEE ALSO AGREE THAT THE ARBITRATOR MAY NOT CONSOLIDATE MORE THAN ONE INDIVIDUAL'S CLAIMS, AND MAY NOT OTHERWISE PRESIDE OVER ANY FORM OF REPRESENTATIVE OR CLASS ACTION PROCEEDING, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATIVE ACTION UNDER CALIFORNIA BUSINESS AND PROFESSIONS CODE SECTIONS 17200 _ET SEQ_. THIS SECTION DOES NOT APPLY TO ANY REPRESENTATIVE ACTIONS BROUGHT UNDER PAGA, AS ADDRESSED IN SECTION 1.3 ABOVE.**

**_____ (Employee's Initials Acknowledging Waiver of Representative/Class Action)**

12. Sole and Entire Agreement. This Agreement expresses the entire Agreement of the parties and shall supersede any and all other agreements, oral or written, concerning arbitration. This Agreement is not, and shall not be construed to create, any contract of employment, express or implied.

13. Acknowledgment. Employee acknowledges that Employee has carefully read this Agreement, understands its terms, and agrees that all understandings and agreements between MPS and Employee relating to the subjects covered in the Agreement are contained in it. Employee has knowingly entered into the Agreement without reliance on any provisions or representations by MPS, other than those contained in this Agreement. Employee further acknowledges that Employee has been

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given the opportunity to discuss this Agreement with Employee's private legal counsel and Employee has utilized that opportunity to the extent desired.

Date: _____

_____
Employee's Signature

_____
Employee's Printed Name

**On behalf of Magnolia Public Schools**

Date: _____

_____
MPS's Signature

_____
MPS Representative's Printed Name & Title

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# Coversheet

## Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease

**Section:** IV. Action Items
**Item:** J. Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease
**Purpose:** Vote
**Submitted by:**
**Related Material:**
IV_J_Expenditures Related to the Investigation of the Property at 18120 Sherman Way.pdf

| | |
|---|---|
| *Agenda Item:* | IV J: Action Item |
| *Date:* | June 17, 2024 |
| *To:* | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| *From:* | Alfredo Rubalcava, CEO & Superintendent |
| *Staff Lead(s):* | Patrick Ontiveros, General Counsel & Director of Facilities<br>Mustafa Sahin, Project Manager<br>Katrina Jimenez, Assistant Project Manager |
| *RE:* | Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease |

## *Action Proposed:*

MPS Staff recommends and moves that the Board approve MPS to undertake all due diligence investigations for the potential lease of the facility located at 18120 Sherman Way (the "**Property**"), which is currently occupied by Bank of America, for an amount not to exceed Seventy-Five Thousand Dollars ($75,000). MPS Staff further recommends and moves that the Board grant the Ad Hoc Committee the authority to approve actions related to the foregoing and the lease of the Property.

## *Purpose:*

The proposed action will allow MPS Staff to undertake due diligence investigations of the Property to ascertain its suitability for a new MPS campus. A new MPS campus is crucial for MPS's expansion and utilization of the space in alignment with its strategic educational goals.

## *Background:*

The Property is presently occupied by a branch of Bank of America and will be vacant on or about September 1, 2024. The Property is on the same block as MSA-1. Like MSA-1's campus the Property is bifurcated by a public alley. See map below showing the location of the Property.

*240617 - Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease (1)*

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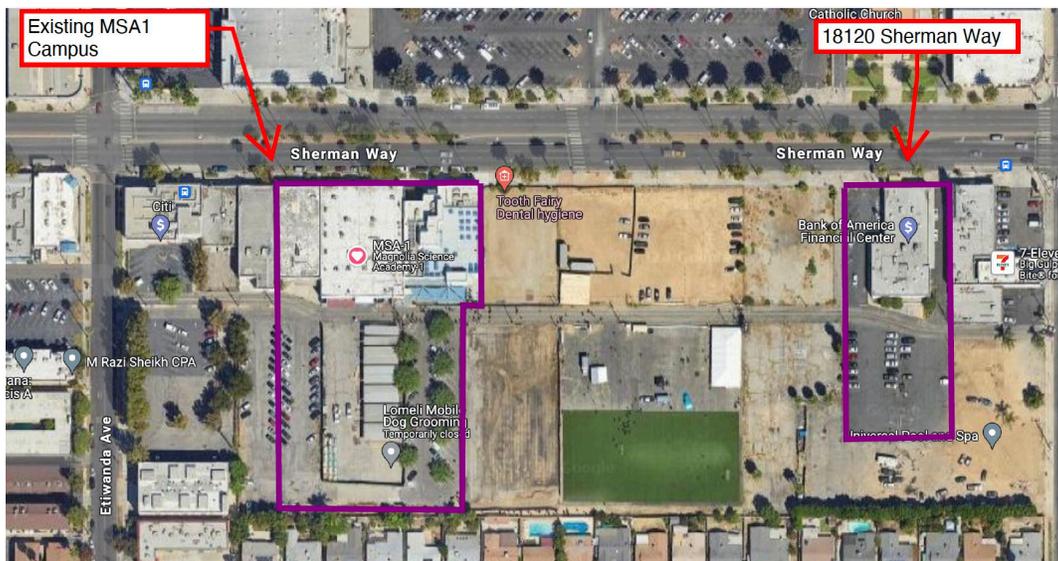
## *Analysis:*

MPS Staff believes that the Property could be a good expansion opportunity for MSA-1 or MSA-7. MPS Staff has signed a letter of intent to move forward with the investigation and eventual long term lease of the Property.

MPS Staff has asked Berliner Architects to prepare site plan and floor plan study to confirm the number of classrooms that can be accommodated as well as open space. See Exhibit A. MPS Staff is in the process of requesting proposals from the following additional due diligence studies: ALTA survey, Phase I Environmental Site Assessment, and Asbestos Containing Materials and Lead Based Paint (ACM/LBP) survey. In addition, MPS Staff is asking its contractor, EPI Construction, to provide pricing based on the Berliner Architects plans and to examine the building for any red flags.

The Property's zoning allows schools by right but their may be some minimal LA City Department of Planning review, such as a site plan review.

MPS Staff expects to ask the Board to approve the lease of the Property at the next Board meeting.

## *Budget Impact:*

The budget of $75,000 to be spent on due diligence activities will be paid for from either MSA-1 or MSA-7's operating budget. The Finance Team will review all expenses associated with these activities and ensure that costs are allocated appropriately between the two schools. In either scenario, it will not have a material negative impact on the school's finances.

240617 - Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease (1)

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*Exhibits:*

Exhibit A       Berliner Architects Conceptual Site Plan and Floor Plan for 18120 Sherman Way

*240617 - Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease (1)*

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# *Exhibit A*

# *Conceptual Site Plan and Floor Plan for 18120 Sherman Way*

*240617 - Approval of Expenditures Related to the Investigation of the Property at 18120 Sherman Way for Purposes of Considering a Long Term Lease (1)*

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MAGNOLIA SCIENCE ACADEMY 7
TEST FITS

2 0 2 4 . 0 4 . 1 6

MSA-7 | MAGNOLIA PUBLIC SCHOOLS

BERLINER
ARCHITECTS

*PROGRAM*

**BERLINER**
ARCHITECTS

**Magnolia Schools - MSA 7 Program**
**Phase I 350 Students**
**Phase II 500 Students**

April 15, 2024

## PHASE I -- 350 STUDENTS

### ADMIN.

| Space | ASF Per Space | Quantity | Total ASF | Student per class | Students |
|---|---|---|---|---|---|
| Lobby Waiting Area | 250 | x 1.0 | 250 | | |
| Lobby Front Desk Workstation | 150 | x 1.0 | 150 | | |
| Staff Support Copy/File/Supplies/Coffee | 400 | x 1.0 | 400 | | |
| Director's Office | 150 | x 1.0 | 150 | | |
| Assistant Principal office | 120 | x 1.0 | 120 | | |
| Health office / Room | 150 | x 1.0 | 150 | | |
| Conference Room (seats 8) | 240 | x 1.0 | 240 | | |
| Counslor Office | 250 | x 1.0 | 250 | | |
| Admin. Restrooms | 80 | x 1.0 | 80 | | |
| Registrar/Records office | 120 | x 1.0 | 120 | | |
| **ASF Subtotals** | | | **1,910** | | |

### INSTRUCTION

| Space | ASF Per Space | Quantity | Total ASF | Student per class | Students |
|---|---|---|---|---|---|
| Grade TK Classroom | 900 | x 2.0 | 1,800 | 25 | 50 |
| Grade K Classroom | 900 | x 2.0 | 1,800 | 25 | 50 |
| Grade 1 Classroom | 750 | x 2.0 | 1,500 | 25 | 50 |
| Grade 2 Classroom | 750 | x 2.0 | 1,500 | 25 | 50 |
| Grade 3 Classroom | 750 | x 2.0 | 1,500 | 27 | 54 |
| Grade 4 Classroom | 750 | x 2.0 | 1,500 | 27 | 54 |
| Grade 5 Classroom | 750 | x 2.0 | 1,500 | 27 | 54 |
| Specialty Classroom | 750 | x 0.0 | 0 | | 0 |
| **ASF Subtotals** | | **x 14.0** | **11,100** | | **362** |

### SUPPORT

| Space | ASF Per Space | Quantity | Total ASF | Student per class | Students |
|---|---|---|---|---|---|
| Multi Purpose Room, eating space, dance, theater, debate. (snack cart, indoor / outdoor connection) | 2100 | x 0.0 | 0 | | |
| Servery for boxed lunches | 250 | x 1.0 | 250 | | |
| School Storage | 200 | x 0.0 | 0 | | |
| Housekeeping | 80 | x 1.0 | 80 | | |
| Data / Elec / Phone Switch Closet | 100 | x 1.0 | 100 | | |
| Fire Control Room | 50 | x 1.0 | 50 | | |
| Building Electrical Room | 150 | x 1.0 | 150 | | |
| Play Yard Storage | 200 | x 0.0 | 0 | | |
| Play Yard Restroom | 70 | x 1.0 | 70 | | |
| Multi-occupant Male Restroom | 400 | x 2.0 | 800 | | |
| Multi-occupant Female Restroom | 400 | x 2.0 | 800 | | |
| Single Occupancy Staff Restrooms | 80 | x 2.0 | 160 | | |
| Single Occupancy Student Restrooms | 80 | x 2.0 | 160 | | |
| **ASF Subtotals** | | | **2,620** | | |

| | |
|---|---|
| **Interior ASF Totals** | **15,630** |
| **Circulation and Grossing Factors** = 15% | **2,345** |
| **Building GSF Totals** | **17,975** |

### PHASE II BUILD INCREASE

| Quantity | Total ASF | Student per class | Students |
|---|---|---|---|
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | 0 | | |
| | **0** | | |

| Quantity | Total ASF | Student per class | Students |
|---|---|---|---|
| x 1.0 | 900 | 25 | 25 |
| x 1.0 | 900 | 25 | 25 |
| x 1.0 | 750 | 25 | 25 |
| x 1.0 | 750 | 25 | 25 |
| x 1.0 | 750 | 27 | 27 |
| x 1.0 | 750 | 27 | 27 |
| x 1.0 | 750 | 27 | 27 |
| x 2.0 | 1,500 | | 0 |
| **x 9.0** | **7,050** | | **181** |

| Quantity | Total ASF | Student per class | Students |
|---|---|---|---|
| x 1.0 | 2,100 | | |
| x 0.0 | 0 | | |
| x 1.0 | 200 | | |
| x 0.0 | 0 | | |
| x 0.0 | 0 | | |
| x 0.0 | 0 | | |
| x 0.0 | 0 | | |
| x 1.0 | 200 | | |
| x 0.0 | 0 | | |
| x 0.0 | 0 | | |
| x 0.0 | 0 | | |
| x 0.0 | 0 | | |
| x 0.0 | 0 | | |
| | **2,500** | | |

| | |
|---|---|
| | **9,550** |
| = 15% | **1432.50** |
| | **10,983** |

## PHASE II -- 500 STUDENTS

| ASF Per Space | Quantity | Total ASF | Student per class | Students |
|---|---|---|---|---|
| 250 | x 1.0 | 250 | | |
| 150 | x 1.0 | 150 | | |
| 400 | x 1.0 | 400 | | |
| 150 | x 1.0 | 150 | | |
| 120 | x 1.0 | 120 | | |
| 150 | x 1.0 | 150 | | |
| 240 | x 1.0 | 240 | | |
| 250 | x 1.0 | 250 | | |
| 80 | x 1.0 | 80 | | |
| 120 | x 1.0 | 120 | | |
| | | **1,910** | | |

| ASF Per Space | Quantity | Total ASF | Student per class | Students |
|---|---|---|---|---|
| 900 | x 3.0 | 2,700 | 25 | 75 |
| 900 | x 3.0 | 2,700 | 25 | 75 |
| 750 | x 3.0 | 2,250 | 25 | 75 |
| 750 | x 3.0 | 2,250 | 25 | 75 |
| 750 | x 3.0 | 2,250 | 27 | 81 |
| 750 | x 3.0 | 2,250 | 27 | 81 |
| 750 | x 3.0 | 2,250 | 27 | 81 |
| 750 | x 2.0 | 1,500 | | 0 |
| **ASF Subtotals** x 23.0 | | **18,150** | | **543** |

| ASF Per Space | Quantity | Total ASF | Student per class | Students |
|---|---|---|---|---|
| 2100 | x 1.0 | 2,100 | | |
| 250 | x 1.0 | 250 | | |
| 200 | x 1.0 | 200 | | |
| 80 | x 1.0 | 80 | | |
| 100 | x 1.0 | 100 | | |
| 50 | x 1.0 | 50 | | |
| 150 | x 1.0 | 150 | | |
| 200 | x 1.0 | 200 | | |
| 70 | x 1.0 | 70 | | |
| 400 | x 2.0 | 800 | | |
| 400 | x 2.0 | 800 | | |
| 80 | x 2.0 | 160 | | |
| 80 | x 2.0 | 160 | | |
| | | **5,120** | | |

| | |
|---|---|
| **Interior ASF Totals** | **25,180** |
| **Circulation and Grossing Factors** = 15% | **3,777** |
| **Building GSF Totals** | **28,957** |

### OUTDOOR

| Space | ASF Per Space | Quantity | Total ASF | Student per class | Students |
|---|---|---|---|---|---|
| Play Area | 5000 | x 1.0 | 5,000 | | |
| Lunch Area | 2000 | x 1.0 | 2,000 | | |
| **ASF Subtotals** | | | **7,000** | | |

**REQUIRED PARKING**
Parking Required by LA City Code 1 per classroom = 16 classrooms (16x1)= 16 Parking Spaces
Parking Provided = 30 Spaces (Tandem)

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

BERLINER ARCHITECTS

*OPTION 1: SITE PLAN*

LINDLEY AVENUE

**PHASE 1**

LONG DRIVEWAY
INTEROR RENOVATION 1.5 FLOORS

PARKING:
34 SPACES TOTAL
    15 STANDARD SPACES (2 ADA)
    19 COMPACT SPACES

14 CLASSROOMS

16,744 SF

362 STUDENTS

SHERMAN WAY

ADJACENT
BUILDING

ALLEY

185' - 0"

20' - 0"

139' - 0"

PLAY

26' - 5 3/8"

81' - 10 3/8"

PLAY

142' - 11 1/2"

59' - 10"

MSA 7
RENOVATED CLASSROOM
BUILDING

PLAY

18' - 0"

31' - 8 1/4"

61' - 0"

PLAY

9' - 0"

9' - 0" 8' - 0"    8' - 4"    9' - 0"

28' - 0"

DROP-OFF

LUNCH

PARKING

15' - 0"

11' - 0"

160' - 5 1/2"

7' - 6"

163' - 6 3/8"

343' - 11 7/8"

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

B E R L I N E R
A R C H I T E C T S

*OPTION 1: FIRST FLOOR PLAN*

**PHASE 1**

**14 CLASSROOMS**
   1ST FLOOR = 8 CLASSROOMS
   2ND FLOOR = 6 CLASSROOMS

**16,744 SF BUILDING**
   1ST FLOOR = 10,047 SF
   2ND FLOOR = 6,697 SF

**362 STUDENTS**
   1ST FLOOR = 200 STUDENTS
   2ND FLOOR = 162 STUDENTS

149' - 10"

30' - 0"

23' - 4 3/4"

**1ST GRADE**
644 SF
25

**KINDERGARTEN**
613 SF
25

**KINDERGARTEN**
613 SF
25

**TK**
624 SF
25

**TK**
660 SF
25

59' - 10"

UP

5' - 0"

10' - 6"

12' - 0"

79' - 2"

**1ST GRADE**
634 SF
25

23' - 5"

**2ND GRADE**
632 SF
25

**2ND GRADE**
632 SF
25

**BOY'S RR**
241 SF

**GIRL'S RR**
241 SF

UP

**ADMIN.**
986 SF

17' - 10 7/8"

**SERVERY**
375 SF

**OFFICE**
98 SF

**OFFICE**
96 SF

**OFFICE**
96 SF

**OFFICE**
96 SF

**OFFICE**
98 SF

75' - 3 1/4"

74' - 6 3/4"

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER**
ARCHITECTS

**PHASE 1**

**14 CLASSROOMS**
  1ST FLOOR = 8 CLASSROOMS
  2ND FLOOR = 6 CLASSROOMS

**16,744 SF BUILDING**
  1ST FLOOR = 10,047 SF
  2ND FLOOR = 6,697 SF

**362 STUDENTS**
  1ST FLOOR = 200 STUDENTS
  2ND FLOOR = 162 STUDENTS

– – – – – LINE OF EXISTING FLOOR



110' - 2"
39' - 8"

18' - 3"
41' - 7"
17' - 10 7/8"

**4TH GR.** 682 SF 27
**3RD GR.** 688 SF 27
**3RD GR.** 724 SF 27

DN

7' - 0" 5' - 0"

**STAFF RR** 62 SF

**4TH GR.** 619 SF 27

DN

**STO.** 60 SF

79' - 2"

**5TH GR.** 818 SF 27

**BOY'S RR** 206 SF
**GIRL'S RR** 206 SF

**5TH GR.** 950 SF 27

75' - 3 1/4"
74' - 6 3/4"

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER** ARCHITECTS

*OPTION 1: SITE PLAN*

LINDLEY AVENUE

SHERMAN WAY
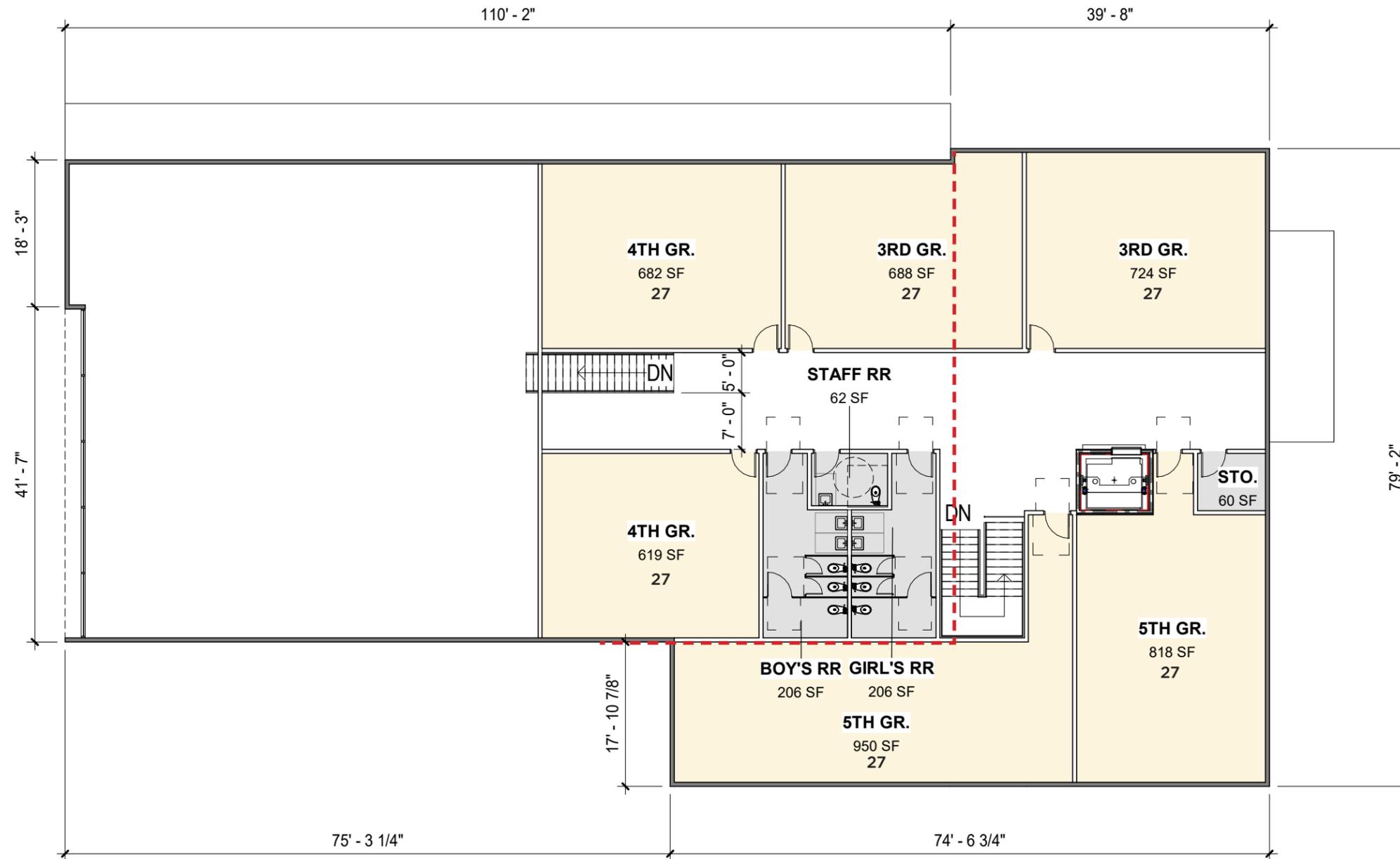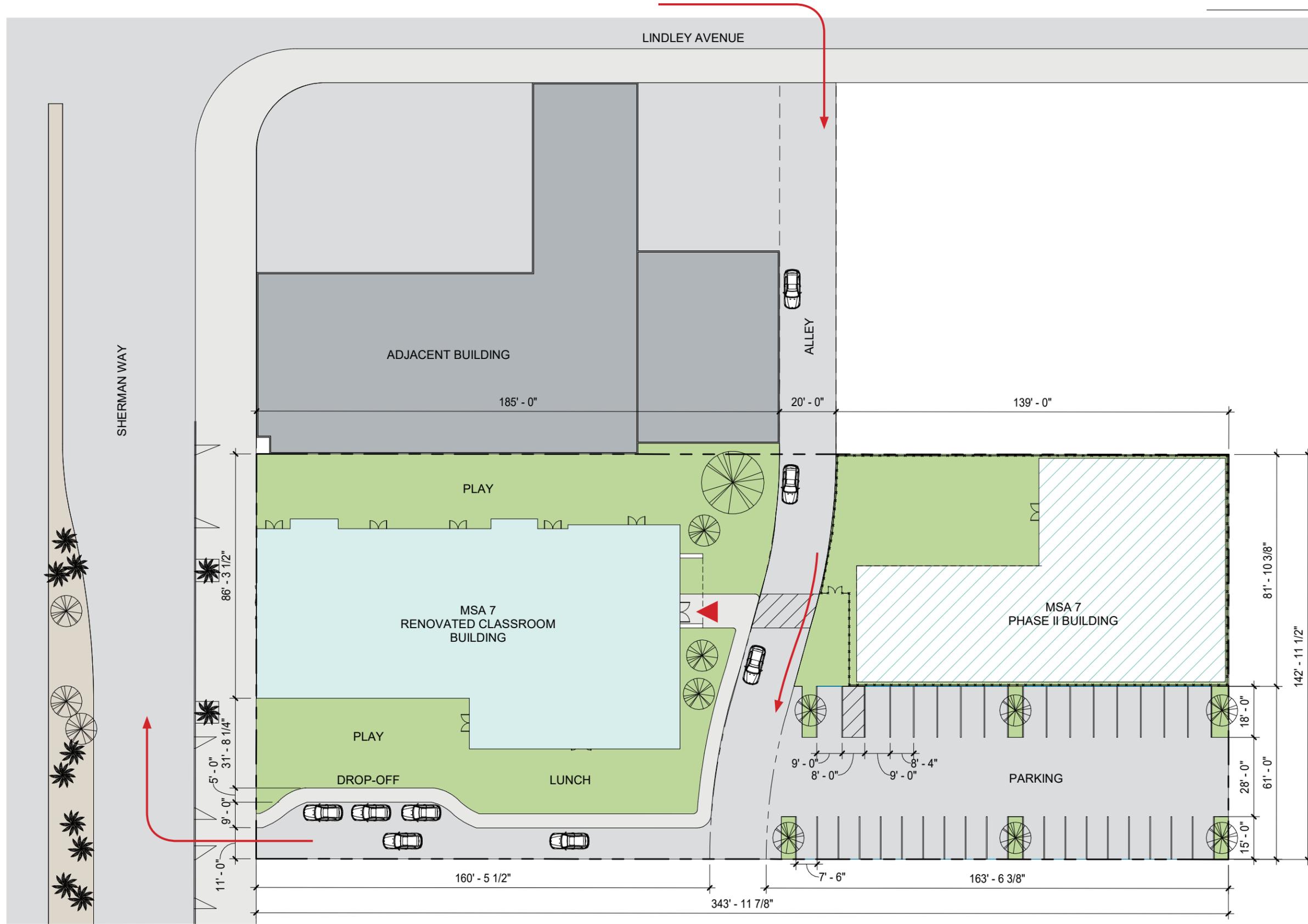
**PHASE 2**

**NEW SE BUILDING
REQUIRES CUP**

PARKING:
34 SPACES TOTAL
    15 STANDARD SPACES (2 ADA)
    19 COMPACT SPACES

23 CLASSROOMS

26,051 SF

551 STUDENTS

ADJACENT BUILDING

ALLEY

185' - 0"

20' - 0"

139' - 0"

PLAY

MSA 7
RENOVATED CLASSROOM
BUILDING

MSA 7
PHASE II BUILDING

81' - 10 3/8"

142' - 11 1/2"

86' - 3 1/2"

PLAY

18' - 0"

5' - 0"

31' - 8 1/4"

9' - 0"

DROP-OFF

LUNCH

PARKING

28' - 0"

61' - 0"

9' - 0"

8' - 0"

8' - 4"

9' - 0"

15' - 0"

11' - 0"

160' - 5 1/2"

7' - 6"

163' - 6 3/8"

343' - 11 7/8"

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER**
ARCHITECTS

## PHASE 2

**NEW SE BUILDING**
**REQUIRES CUP**

**23 CLASSROOMS TOTAL**
PHASE 1 = 14 CLASSROOMS
PHASE 2 = 9 CLASSROOMS

**26,051 SF**
PHASE 1 = 16,744 SF
PHASE 2 = 9,307 SF

**551 STUDENTS**
(189 STUDENTS ADDED IN PHASE 2)

---

**SPECIALTY CLASSRM.** 594 SF

**SPECIALTY CLASSRM.** 689 SF

**CLASSROOM** 682 SF **27**

**CLASSROOM** 682 SF **27**

**CLASSROOM** 674 SF **27**

**SECOND FLOOR**

---

**MULTI-PURPOSE ROOM** 2405 SF

**BOY'S RR** 243 SF   **GIRL'S RR** 238 SF

**CLASSROOM** 689 SF **27**

**CLASSROOM** 682 SF **27**

**CLASSROOM** 682 SF **27**

**CLASSROOM** 674 SF **27**

**FIRST FLOOR**

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**MSA-7 | MAGNOLIA PUBLIC SCHOOLS**

**BERLINER ARCHITECTS**

*OPTION 2: SITE PLAN*



LINDLEY AVENUE
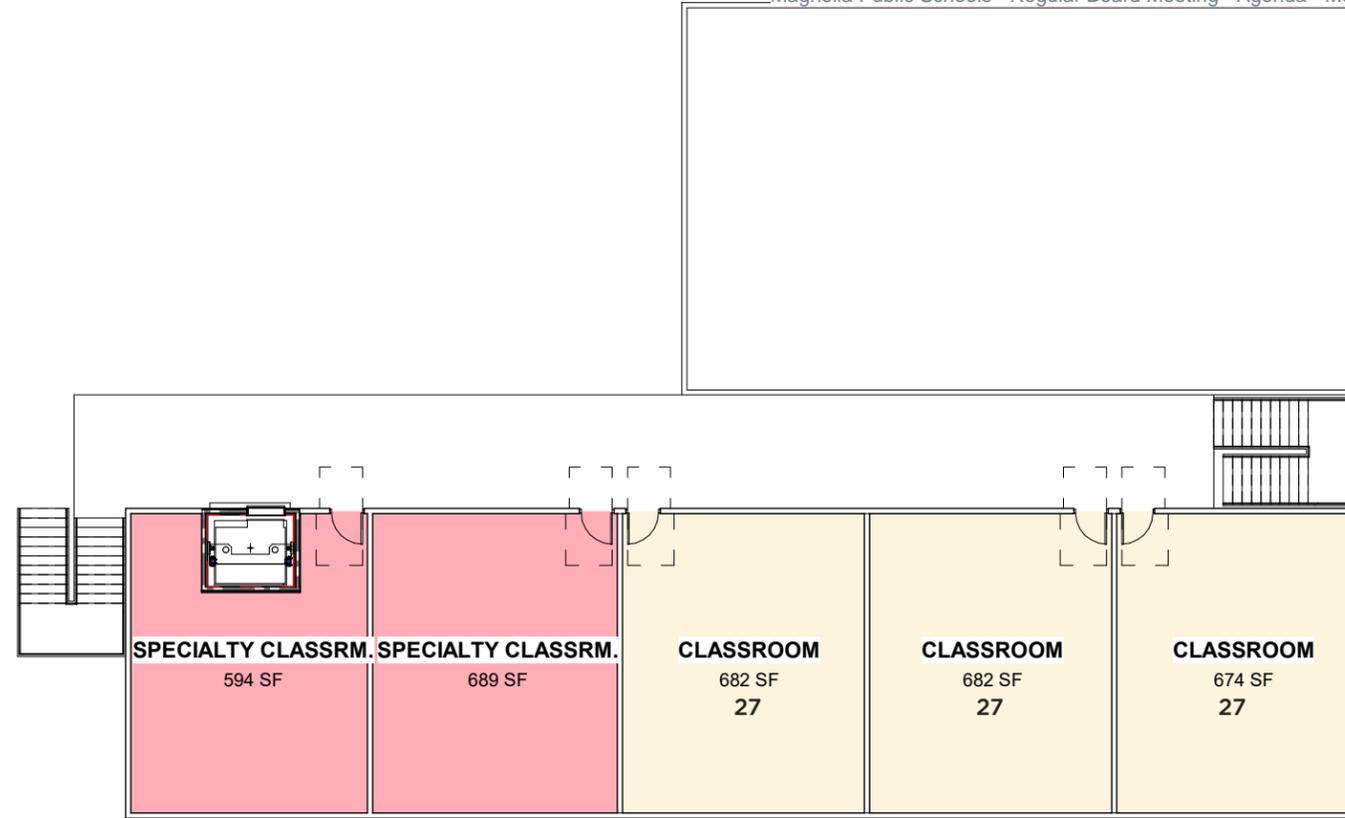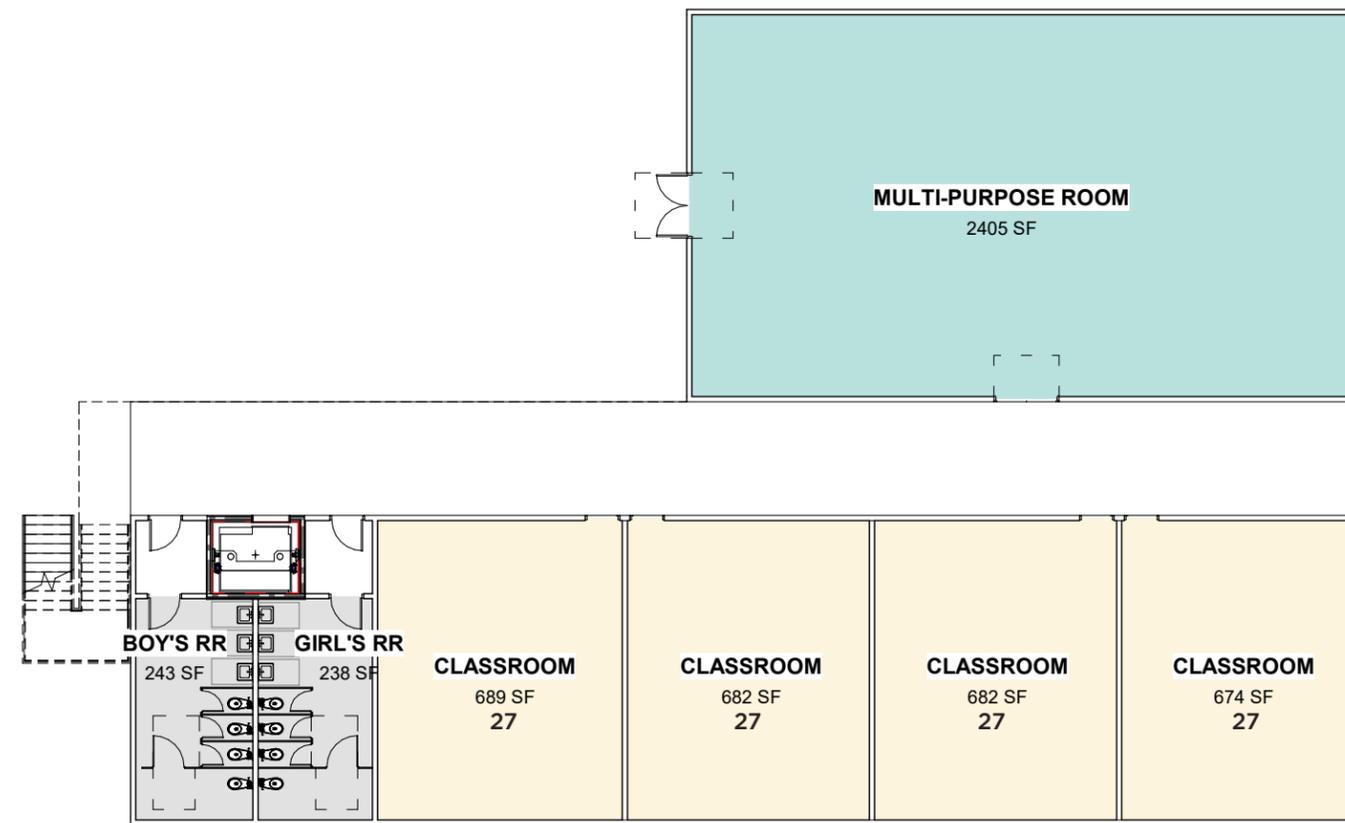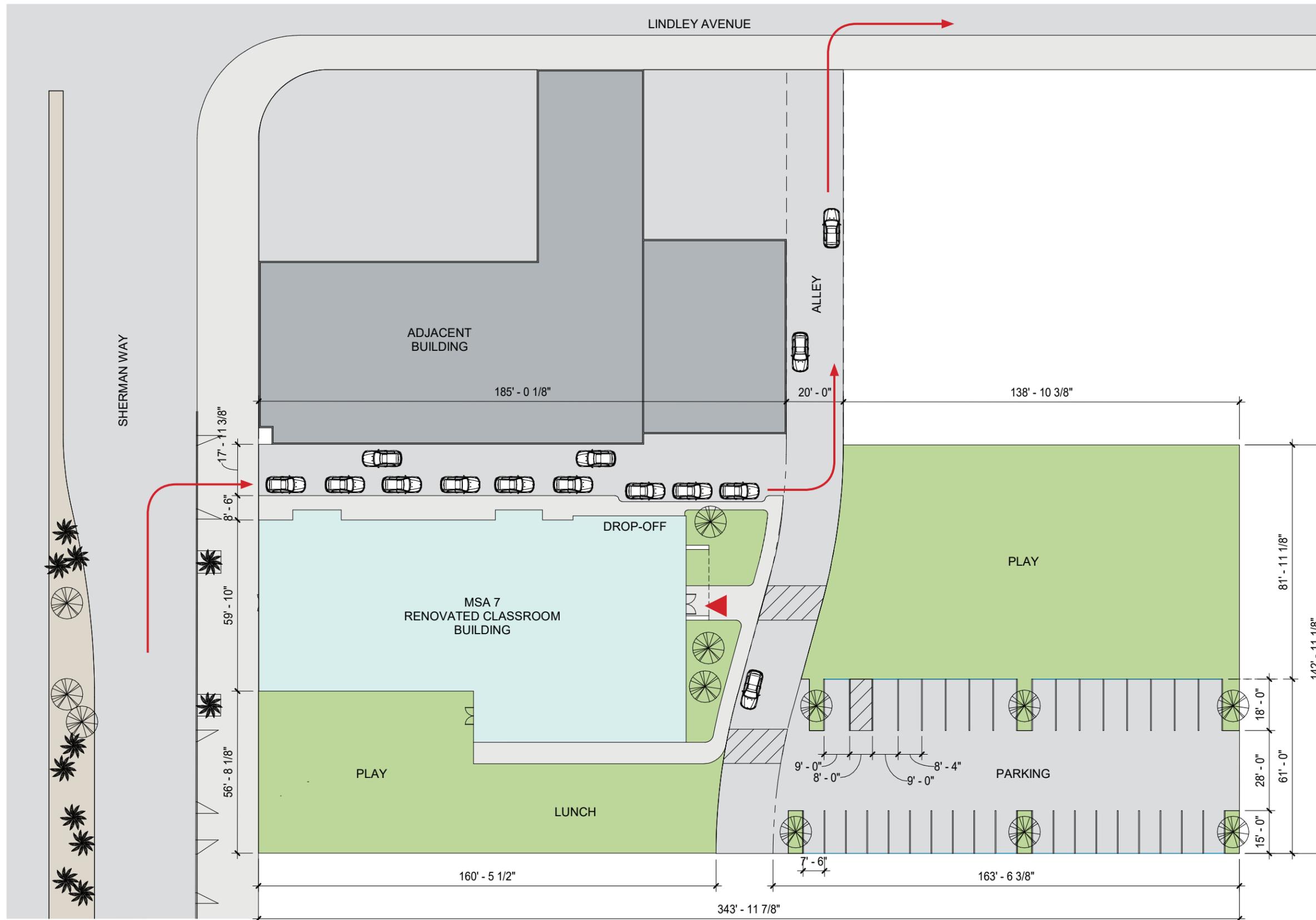
**PHASE 1**

SHORT DRIVEWAY
INTERIOR RENOVATION 2 FLOORS

PARKING:
34 SPACES TOTAL
    15 STANDARD SPACES (2 ADA)
    19 COMPACT SPACES

18 CLASSROOMS

20,094 SF

470 STUDENTS

SHERMAN WAY

ADJACENT
BUILDING

185' - 0 1/8"

ALLEY

20' - 0"

138' - 10 3/8"

17' - 11 3/8"

8' - 6"

DROP-OFF

PLAY

81' - 11 1/8"

142' - 11 1/8"

59' - 10"

MSA 7
RENOVATED CLASSROOM
BUILDING

18' - 0"

9' - 0"
8' - 0"

8' - 4"

28' - 0"

61' - 0"

56' - 8 1/8"

PLAY

9' - 0"

PARKING

15' - 0"

LUNCH

7' - 6"

160' - 5 1/2"

163' - 6 3/8"

343' - 11 7/8"

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER**
ARCHITECTS

*OPTION 2: FIRST FLOOR PLAN*

**PHASE 1**

**18 CLASSROOMS TOTAL**
        1ST FLOOR = 8 CLASROOMS
        2ND FLOOR = 10 CLASSROOMS

**20,094 SF BUILDING**
        1ST FLOOR = 10,047 SF
        2ND FLOOR = 10,047 SF

**NUMBER OF STUDENTS = 470**

149' - 10"

30' - 0"

| | | | | | |
|---|---|---|---|---|---|
| **1ST GRADE** 644 SF 25 | **KINDERGARTEN** 613 SF 25 | **KINDERGARTEN** 613 SF 25 | **TK** 624 SF 25 | **TK** 660 SF 25 |

UP

5' - 0"

10' - 6"     12' - 0"

23' - 5"

| **1ST GRADE** 634 SF 25 | **2ND GRADE** 632 SF 25 | **2ND GRADE** 632 SF 25 |

**BOY'S RR** 241 SF   **GIRL'S RR** 241 SF

UP

**ADMIN.** 986 SF

17' - 10 7/8"

**SERVERY** 375 SF

| **OFFICE** 98 SF | **OFFICE** 96 SF | **OFFICE** 96 SF | **OFFICE** 96 SF | **OFFICE** 98 SF |

75' - 3 1/4"          74' - 6 3/4"

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER** ARCHITECTS

*OPTION 2: SECOND FLOOR PLAN*
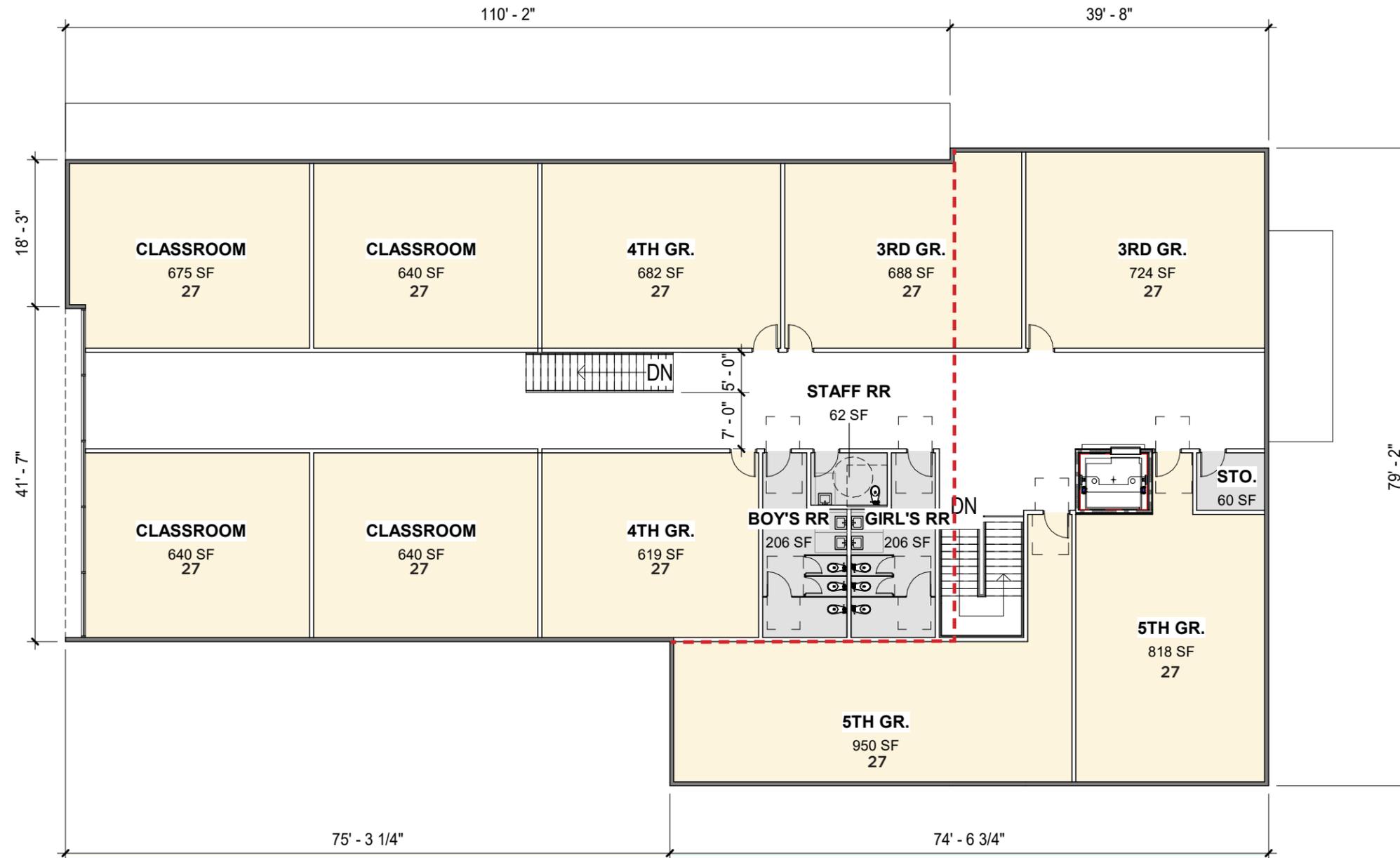
**PHASE 1**

**18 CLASSROOMS TOTAL**
    **1ST FLOOR = 8 CLASROOMS**
    **2ND FLOOR = 10 CLASSROOMS**

**20,094 SF BUILDING**
    **1ST FLOOR = 10,047 SF**
    **2ND FLOOR = 10,047 SF**

**NUMBER OF STUDENTS = 470**

- - - - -  LINE OF EXISTING FLOOR

110' - 2"    39' - 8"

18' - 3"

| CLASSROOM<br>675 SF<br>27 | CLASSROOM<br>640 SF<br>27 | 4TH GR.<br>682 SF<br>27 | 3RD GR.<br>688 SF<br>27 | 3RD GR.<br>724 SF<br>27 |

41' - 7"    7' - 0"  5' - 0"    79' - 2"

DN

**STAFF RR**
62 SF

| CLASSROOM<br>640 SF<br>27 | CLASSROOM<br>640 SF<br>27 | 4TH GR.<br>619 SF<br>27 |

**BOY'S RR**   **GIRL'S RR**
206 SF   206 SF

DN

**STO.**
60 SF

**5TH GR.**
818 SF
27

**5TH GR.**
950 SF
27

75' - 3 1/4"    74' - 6 3/4"

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER** ARCHITECTS

LINDLEY AVENUE

SHERMAN WAY

ADJACENT BUILDING

185' - 0"

20' - 0"

139' - 0"

ALLEY

8' - 6"

17' - 11 3/8"

59' - 10"

26' - 1 3/4"

30' - 6 3/8"

DROP-OFF

MSA 7
RENOVATED CLASSROOM
BUILDING

COURTYARD

MSA 7
PHASE II BUILDING

PLAY

PARKING

81' - 10 3/8"

142' - 11 1/2"

18' - 0"

28' - 0"

61' - 0"

15' - 0"

160' - 5 1/2"

163' - 6 3/8"

343' - 11 7/8"

## PHASE 2

**NEW BUILDING ON EXISTING SITE**
**NO CUP REQUIRED**

PARKING:
**34 SPACES TOTAL**
  15 STANDARD SPACES (2 ADA)
  19 COMPACT SPACES

**21 CLASSROOMS**

**24,474 SF**

**551 STUDENTS**

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

BERLINER
ARCHITECTS

*OPTION 2: FIRST FLOOR*

149' - 10"

**1ST GRADE**
644 SF
25

**KINDERGARTEN**
613 SF
25

**KINDERGARTEN**
613 SF
25

**TK**
624 SF
25

**TK**
660 SF
25

UP

5' - 0"

**1ST GRADE**
634 SF
25

**2ND GRADE**
632 SF
25

**2ND GRADE**
632 SF
25

**BOY'S RR**
241 SF

**GIRL'S RR**
241 SF

UP

10' - 6"

12' - 0"

**ADMIN.**
986 SF

**COURTYARD**
1968 SF

**SERVERY**
375 SF

**OFFICE**
98 SF

**OFFICE**
96 SF

**OFFICE**
96 SF

**OFFICE**
96 SF

**OFFICE**
98 SF

**CLASSROOM**
731 SF
27

**CLASSROOM**
724 SF
27

**CLASSROOM**
724 SF
27

**MULTI-PURPOSE ROOM**
2172 SF

**PHASE 2**

NEW BUILDING ON EXISTING SITE
NO CUP REQUIRED

21 CLASSROOMS TOTAL
    PHASE 1 = 18 CLASSROOMS
    PHASE 2 = 3 CLASSROOMS

24,474 SF TOTAL
    PHASE 1 = 20,094 SF
    PHASE 2 = 4,380 SF

    *2ND FLOOR WITH ADDITIONAL
    CLASSROOMS IS POSSIBLE.

NUMBER OF STUDENTS = 551
(81 STUDENTS ADDED IN PHASE 2)

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER**
ARCHITECTS

*OPTION 2: SECOND FLOOR PLAN*

110' - 2"  |  39' - 8"

18' - 3"

**CLASSROOM**
675 SF
27

**CLASSROOM**
640 SF
27

**4TH GR.**
682 SF
27

**3RD GR.**
688 SF
27

**3RD GR.**
724 SF
27

DN

7' - 0"  5' - 0"

**STAFF RR**
62 SF

41' - 7"

**CLASSROOM**
640 SF
27

**CLASSROOM**
640 SF
27

**4TH GR.**
619 SF
27

**BOY'S RR**   **GIRL'S RR**
206 SF        206 SF

DN

**STO.**
60 SF

79' - 2"

**5TH GR.**
818 SF
27

**5TH GR.**
950 SF
27

75' - 3 1/4"  |  74' - 6 3/4"

BUILDING BELOW
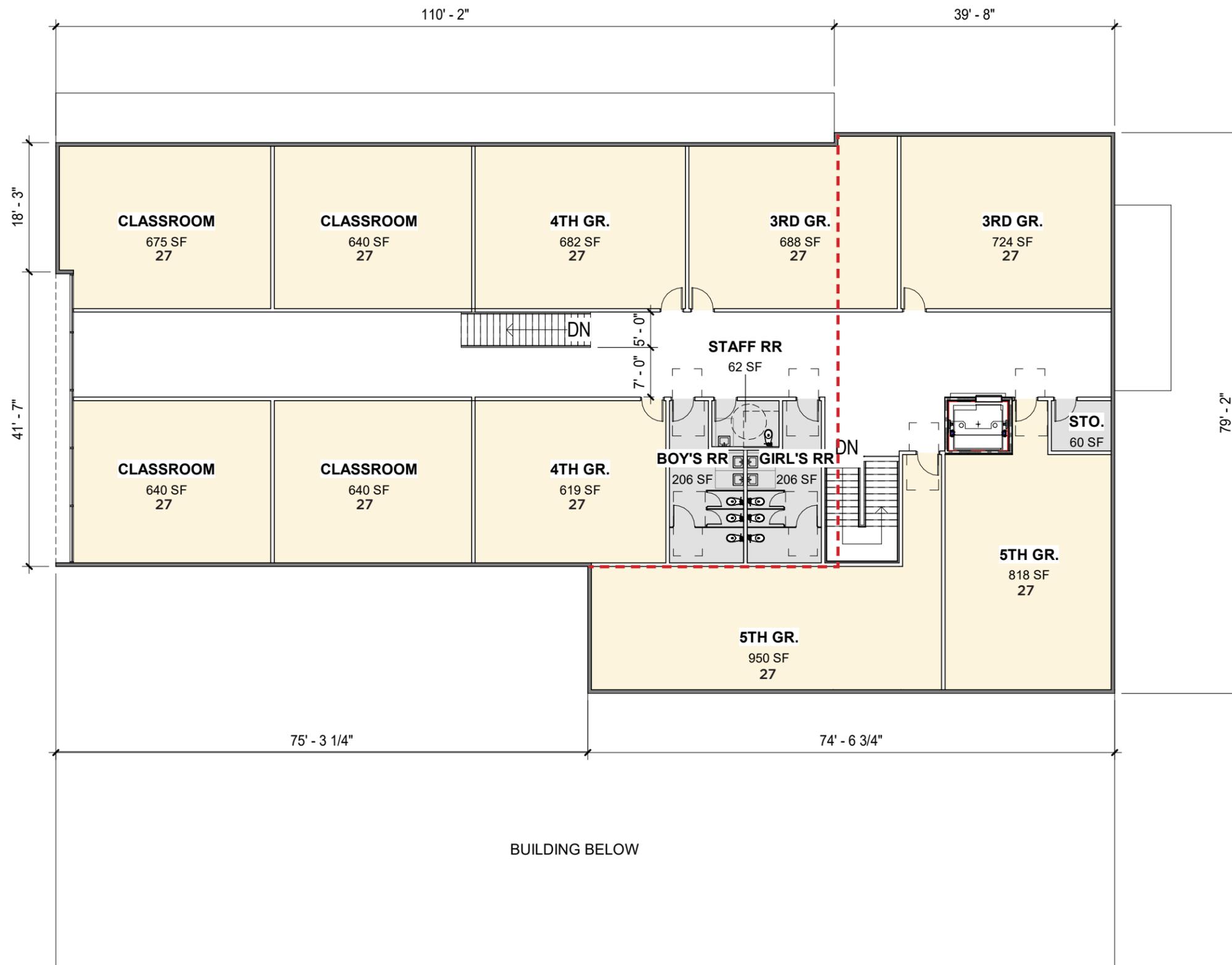
**PHASE 2**

NEW BUILDING ON EXISTING SITE
NO CUP REQUIRED

21 CLASSROOMS TOTAL
     PHASE 1 = 18 CLASSROOMS
     PHASE 2 = 3 CLASSROOMS

24,474 SF TOTAL
     PHASE 1 = 20,094 SF
     PHASE 2 = 4,380 SF

     *2ND FLOOR WITH ADDITIONAL
     CLASSROOMS IS POSSIBLE.

NUMBER OF STUDENTS = 551
(81 STUDENTS ADDED IN PHASE 2)

– – – – –  LINE OF EXISTING FLOOR

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

**BERLINER**
ARCHITECTS

**OPTION 1A**

**PHASE 1**



8    6
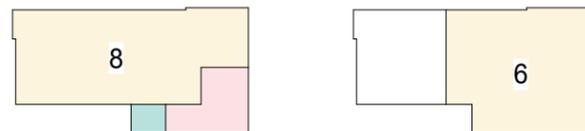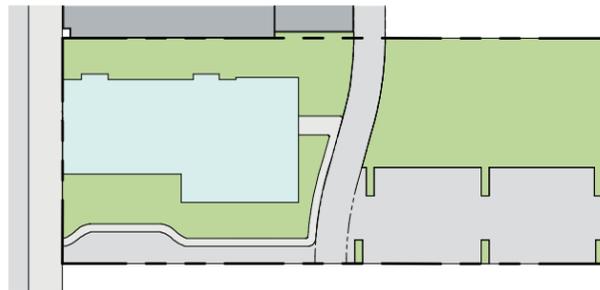
PHASE 1

14 CLASSROOMS
362 STUDENTS
16,744 SF

**PHASE 2**



4    5
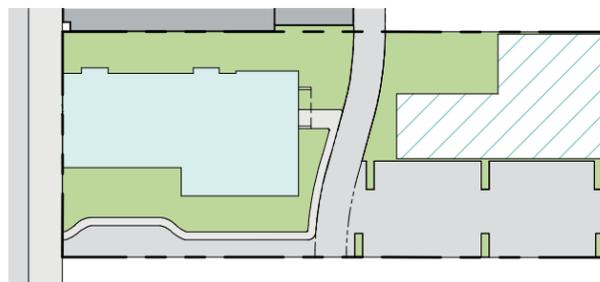
PHASE 1 + PHASE 2

23 CLASSROOMS (21 + 2 SPECIALTY)
551 STUDENTS
26,051 SF

**OPTION 1B**

**PHASE 1**



8    10

PHASE 1

18 CLASSROOMS
470 STUDENTS
20,094 SF

**PHASE 2**



4
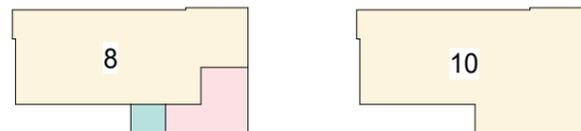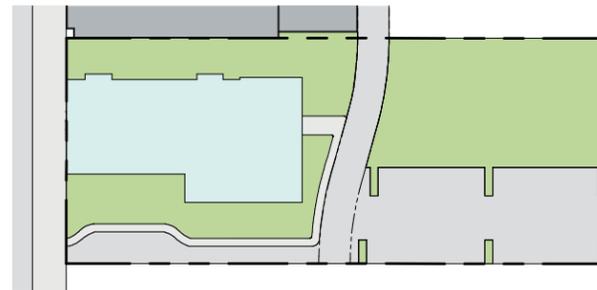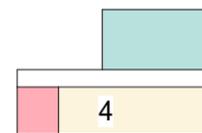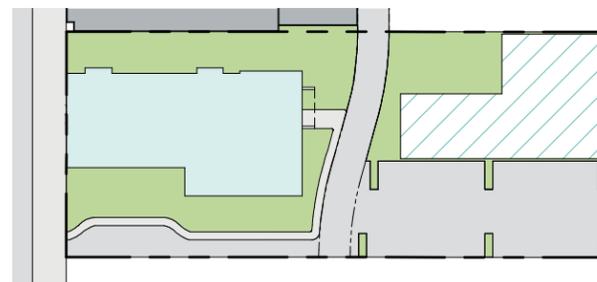
PHASE 1 + PHASE 2

22 CLASSROOMS (21 + 1 SPECIALTY)
578 STUDENTS
25,950 SF

**OPTION 2**

**PHASE 1**



8    10

PHASE 1

18 CLASSROOMS
470 STUDENTS
20,094 SF

**PHASE 2**



3
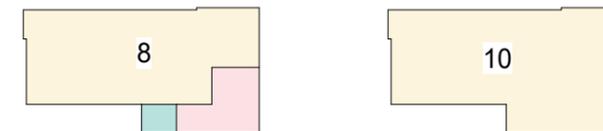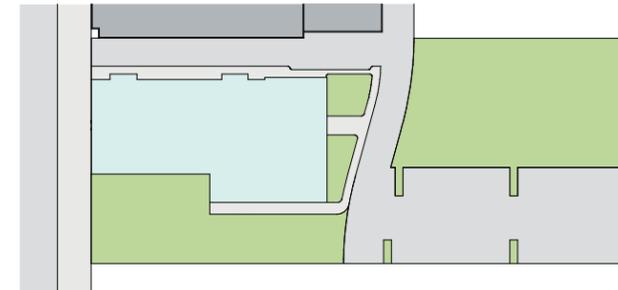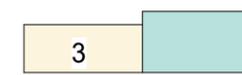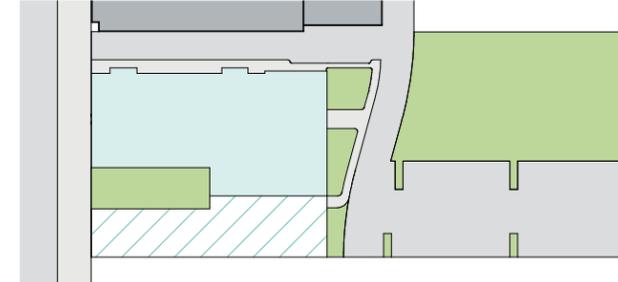
PHASE 1 + PHASE 2

21 CLASSROOMS
551 STUDENTS
24,474 SF

LEGEND

CLASSROOMS

SPECIALTY CLASSROOMS

MULTIPURPOSE ROOM

ADMINSTRATION

**MSA-7** | MAGNOLIA PUBLIC SCHOOLS

BERLINER
ARCHITECTS

# Coversheet

## Approval of DLR Add Service Proposals for MSA-5 7111 Winnetka Ave Construction Project

**Section:**          IV. Action Items
**Item:**          K. Approval of DLR Add Service Proposals for MSA-5 7111 Winnetka Ave Construction Project
**Purpose:**          Vote
**Submitted by:**
**Related Material:**
IV_K_DLR Add Service Proposals for MSA 5 – 7111 Winnetka Ave Construction Project.pdf

| | |
|---|---|
| *Agenda Item:* | IV K: Action Item |
| *Date:* | June 17, 2024 |
| *To:* | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| *From:* | Alfredo Rubalcava, CEO & Superintendent |
| *Staff Lead(s):* | Patrick Ontiveros, General Counsel & Director of Facilities<br>Mustafa Sahin, Project Manager<br>Katrina Jimenez, Assistant Project Manager |
| *RE:* | Approval of DLR Add Service Proposals for MSA 5 – 7111 Winnetka Ave Construction Project |

## *Action Proposed:*

MPS Staff recommends and moves that the Board approve the add service requests from DLR Group in the total amount of Three Hundred Thirty Nine Thousand Eighty Dollars ($339,080) for the MSA-5 – 7111 Winnetka Modular Construction Project (the "**Project**") related to the switch from conventional on-site construction to modular in-factory fabrication and on-site installation. Staff further recommends and moves that the Board approve a contingency of Seventy-Five Thousand Dollars ($75,000), for a total of Four Hundred Fourteen Thousand Eighty Dollars ($414,080).

## *Summary of DLR Group Add Service Requests*

| | Summary of DLR Group Add Service Requests | |
|---|---|---|
| 1. | DLR and Silver Creek Modular Classroom Design Coordination (Design Development) | $148,000 |
| 2. | DSA Increment 1 - Site Work Revision (Construction Development) | $53,780 |
| 3. | DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development) | $137,300 |
| 4. | Contingency | $75,000 |
| | Total: | $414,080 |

## *Purpose:*

The purpose of this action is to approve add service requests from DLR for additional and revised services required for the Project related to transitioning the Project from site built to factory built (i.e., modular). This includes approving added service request fees for design coordination, DSA approval, and project management adjustments necessary to meet the extended project requirements.

## Background:

### Architect of Record Selection & Division of the State Architect Submission

DLR Group ("**DLR**") was selected as the architect of record ("**AOR**") for the Project at the Board's January 12, 2023, meeting. After working with MPS staff on the program and design intent, DLR prepared plans that it submitted to the Division of the State Architect ("**DSA**").

### Modular Design Selection

At its March 21, 2024, meeting the Board approved the selection of Silver Creek Modular ("**SCM**") to convert the existing DLR design into a modularized version that can be constructed using modular/ prefabricated methods for a total cost of Three Hundred and Fifty-Eight Thousand Dollars ($358,000).

## Analysis:

Due to the high cost of building the Project using conventional on-site construction, MPS Staff recommended, and the Board approved the conversion of the Project to a modular delivery method. SCM was selected to provide the modular design plans. While the floor plan is expected to remain largely unchanged, changing the construction type will require a re-submission to DSA. As the AOR, DLR will submit the SCM prepared plans to DSA. DLR will collaborate with SCM on the preparation of the revised plans which will incorporate some of the work which DLR has already done.

| Add Services Request | Rationale |
|---|---|
| 1. **DLR and Silver Creek Modular Classroom Design Coordination (Design Development)** | Integration of previously approved designs with modular techniques, optimizing classroom layouts for prefabrication, ensuring compliance with educational and building standards. This also includes the service that they provided for the CDE site approval. |
| 2. **DSA Increment 1 - Site Work Revision (Construction Development)** | This includes preparing and submitting sitework documents to DSA for review and approval. Removal of all sitework from Increment 2 and add to Increment 1. |
| 3. **DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development)** | This fee supports preparing and submitting modular classroom building documents to DSA for review and approval |

| Add Services Request | Rationale |
|---|---|
| *Contingency* | To manage unforeseen costs and ensure flexibility in the design phase. This helps maintain project timelines and quality by proactively addressing potential obstacles. |

## Budget Impact:

The total design fee costs for the Project paid to DLR Group will increase from $1,795,000 to $2,134,080.  The Board previously approved Silver Creek Modular to provide modular design services for $358,000. MPS Staff would also like to add $75,000 as a contingency for unforeseen circumstances, total design costs will be $2,209,080.

These additional fees are necessary to accommodate expanded scope and to ensure compliance with DSA requirements, and CDE requirements, facilitating a seamless continuation and completion of the project.

The total Project budget, incorporating the add service requests, is as set forth below and shows the changes since the March 2024 budget previously shared with the Board.  MPS Staff are working diligently to close the budget gap.  For example, GSE, the Project construction manager, believes that approximately $500,000 in savings will be realized through value engineering. The project budget below shows approximately $350,000 in savings. We expect further savings as the project progresses.

### MSA 5 - 7111 WINNETKA AVE - BUDGET

| | March 2024 | Footnotes | June 2024 - GSE (Adjusted) | Change | Year to Date Expenses (as of June 5, 2024) |
|---|---|---|---|---|---|
| **Project Costs (Acquisition, Soft, CM and Financing)** | | | | | |
| Acquisition Costs | $ 10,434,239.00 | | $ 10,434,239.00 | $ - | $ 10,434,239.00 |
| Magnolia Soft Costs | $ 3,600,000.00 | 1 | $ 4,655,834.84 | $ 1,055,834.84 | $ 1,897,407.00 |
| Owner's Contingency | $ 2,000,000.00 | 2 | $ 1,250,000.00 | $ (750,000.00) | $ - |
| Financing Costs (CLI Capital) | $ 1,910,934.00 | 3 | $ 1,701,089.00 | $ (209,845.00) | $ 1,552,354.42 |
| Financing Costs (Banc of California) | $ 1,121,172.00 | 4 | $ 675,000.00 | $ (446,172.00) | $ - |
| an Intra-Organization Loan from LACOE MPS Schools | $ - | 5 | $ 47,000.00 | $ 47,000.00 | $ - |
| Erikson Hall payment total | $ 296,577.00 | 6 | $ 217,407.30 | $ (79,169.70) | $ 217,407.30 |
| CM Costs | $ 2,257,550.00 | | $ 2,257,550.00 | $ - | $ 57,084.50 |
| Subtotal | $ 21,620,472.00 | | $ 21,238,120.14 | $ (382,351.86) | $ 14,158,492.22 |
| **Development Costs (Hard Costs)** | | | | | |
| Sitework | $ 4,952,486.00 | 7 | $ 6,248,804.76 | $ 1,296,318.76 | $ - |
| Classroom Bldg (Modular) | $ 26,651,668.00 | 8, 9 | $ 26,288,200.00 | $ (363,468.00) | |
| Gym Bldg | $ 6,385,103.00 | 10 | $ 7,734,270.47 | $ 1,349,167.47 | |
| Play Area | $ 219,400.00 | 11 | $ - | $ (219,400.00) | $ - |
| FF&E | $ 453,575.00 | | $ 453,575.00 | $ - | $ - |
| Miscellaneous | $ 50,000.00 | | $ 200,000.00 | $ 150,000.00 | $ - |
| Acceleration Premium | $ 1,016,000.00 | 12 | $ - | $ (1,016,000.00) | $ - |
| Value Engineering | $ - | | $ (350,159.00) | $ (350,159.00) | |
| Subtotal | $ 39,728,232.00 | | $ 40,574,691.23 | $ 846,459.23 | |
| | | | | | |
| **Total Est Development Cost w/ Gym** | $ 61,348,704.00 | | $ 61,812,811.37 | $ 464,107.37 | |
| State Award Amount | $ 50,832,332.00 | | $ 50,832,332.00 | $ - | |
| Surplus/Deficit w/ Gym | $ (9,410,221.00) | | $ (10,980,479.37) | $ (1,570,258.37) | |
| **Total Est Development Cost w/o Gym** | $ 53,973,768.00 | | $ 54,078,540.90 | $ 104,772.90 | |
| Available Fund | $ 50,832,332.00 | | $ 50,832,332.00 | $ - | |
| Surplus/Deficit w/o Gym | $ (3,141,436.00) | | $ (3,246,208.90) | $ 104,772.90 | |

**Notes**
1. Includes increased DLR Group Fees, Silver Creek Fees and DSA fees and revised other costs based on GSE Estimates
2. Drawdown on Contingency
3. Earlier prepayment on CLI Loan Lowers Total Accrued Interest
4. Includes savings from using only a portion of the proposed bridge financing
5. Intra-Organization Loan of $4.7M from LACOE Authorized Schools to MSA-5, Interest at 1%
6. Erickson Hall did not provide contract deliverables and therefore not entitled to retention payment
7. Includes cost of approximately $200k to build basketball court
8. Includes cost of roof deck and stairs to meet CDE space requirements
9. Includes $250k in projected Value Engineering Savings. CM is investigating further savings.
10. Number reported in March 2024 was conceptual based on estimated cost savings. Costs have not been validated.
11. Play Area costs included in Sitework amount
12. Accepting a November 2025 delivery date in lieu of a July 2025 delivery date will eliminate the acceleration premium

*Exhibits:*

*Exhibit A:* **DLR and Silver Creek Modular Classroom Design Coordination (Design Development)**

*Exhibit B:* **DSA Increment 1 - Site Work Revision (Construction Development)**

*Exhibit C:* **DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development)**

# *Exhibit A*

## *DLR and Silver Creek Modular Classroom Design Coordination (Design Development)*

**DLR**GROUP

ARCHITECTURE  ENGINEERING  PLANNING  INTERIORS

700 South Flower St., 22nd Floor
Los Angeles, CA 90017

January 26, 2024  **Revised April 8, 2024**

Sent via Email – pontiveros@magnoliapublicschools.org

Patrick Ontiveros, Esq.
Magnolia Public Schools
250 E. 1st St.  Suite 1500
Los Angeles, CA  90012

Re: Magnolia SA5 New Middle and High School
DLR Group Project No.  75-23204-00

Subject: Professional Services Fee Proposal / Letter Agreement for
**Classroom Building Re-Design for Silver Creek Modular Construction**

Dear Patrick:

DLR Group is pleased to offer this Fee Proposal / Letter Agreement for the above referenced Project. All services are offered subject to the terms and conditions set forth in executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. The services described below include such related services which are usual and customary thereto:

SCOPE OF SERVICES:
These services are for revisions to DLRG's and our consultant's drawings and calculations in response to constructing the Classroom Building with modular construction by Silver Creek, rather than standard steel construction. Concept review/discussion for a possible modular Gym is included in this proposal.

Work will include:
- DSA Pre-Application meeting.
- Coordination with Silver Creek for architectural design revisions.
- Revisions to architectural/interiors drawings based on structural revisions
- Coordination with Silver Creek for mechanical, plumbing, electrical, fire alarm, low voltage, security, fire sprinkler drawings based on revisions.
- Coordination with civil engineering drawings based on modular design revisions.
- Meetings with Silver Creek, Gateway Construction, and Magnolia School.
- Design studies for modifications to building corner screen/sign.
- Design studies for open-air paved basketball court at current Gym location.
- Design studies for Classroom Buildings rooftop PV systems.
- DLRG coordination for California Department of Education application modifications in relation to Silver Creek modular construction and no Gym for new DSA package.

Note that fees for revised DLRG Architectural drawings, DLRG Structural eng. drawings for site stairs, Lunch Shelter, and LID planter revisions, Civil eng. revisions, Landscape revisions, Site Electrical eng. revisions, and new drawings for DLRG Fire Alarm eng., Low Voltage eng., Security-Convergence eng., and for P2S Fire Sprinkler eng. documents will be covered in a separate add service proposal to follow.

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PROJECT DELIVERABLES:
   - Coordination sketches
   - Design studies drawings
   - DSA Pre-Application submittal forms

TIME OF PERFORMANCE:
Work will be completed in coordination with the Owner and the Construction Manager on an agreed-upon schedule.

COMPENSATION:
DLR Group's proposed fee to perform the work outlined in the "Scope of Services" is as follows:

- DLR Group Architects shall provide the above scope of services for the fixed fee of One Hundred Forty Eight Thousand Dollars (**$148,000**).

ADDITIONAL SERVICES:
Any services outside the scope of this Fee Proposal / Letter Agreement shall be performed as an additional service in accordance with executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. DLR Group shall not proceed with any additional services without the prior written consent of the Owner.

ACCEPTANCE:
Signature by the Client below shall constitute acceptance of this Fee Proposal / Letter Agreement and, upon return to DLR Group, a notice to proceed with the services. The Effective Date of this Fee Proposal / Letter Agreement shall be the date the Client signs this document.

We look forward to a successful relationship with you on this project. Please do not hesitate to contact me if you have any questions regarding this Fee Proposal / Letter Agreement.

Sincerely,

Accepted by:

DLR Group                                              Magnolia Public Schools

_____          _____
Andrew Thompson                                   Patrick Ontiveros
Client Leader, Principal                            Project Executive

Cc:     file

# Exhibit B

## DSA Increment 1 - Site Work Revision (Construction Development)

**DLR**GROUP

ARCHITECTURE  ENGINEERING  PLANNING  INTERIORS

700 South Flower St., 22nd Floor
Los Angeles, CA 90017

April 8, 2024  **Revised April 19, 2024**

Sent via Email – pontiveros@magnoliapublicschools.org

Patrick Ontiveros, Esq.
Magnolia Public Schools
250 E. 1st St.  Suite 1500
Los Angeles, CA  90012

Re: Magnolia SA5 New Middle and High School
DLR Group Project No.  75-23204-00

Subject: Professional Services Fee Proposal / Letter Agreement for
**DSA Increment 1 Site Work Revision**

Dear Patrick:

DLR Group is pleased to offer this Fee Proposal / Letter Agreement for the above referenced Project. All services are offered subject to the terms and conditions set forth in executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023.The services described below include such related services which are usual and customary thereto:

SCOPE OF SERVICES:
These services are for revisions to DLRG's and our engineer's/consultant's DSA approved project #03-123228 on Aug. 1, 2023. These revised and additional drawings will be submitted to DSA as a Revision. Scope will include extension of utilities and grading and paving for the parking lot. This Revision has been discussed with the DSA plan checker for assurance as to the correct way to provide documents for this additional work.

Scope of Revision is as follows:
1. Extend underground utilities (sanitary sewer, storm sewer, water, fire water (no gas)) to within 10 ft. of new modular Classroom Building POCs. (Civil Eng.)
2. Extend underground utilities (electrical, low voltage) to within 10 ft. of new modular Classroom Building POCs. (Site Elec. Eng.)
3. Provide underground conduit for site lighting poles and EV charging stations and EV ready stations. (Site Elec. Eng.)
4. Provide asphalt parking lot and north paved area for construction staging. (Civil Eng.)
5. Install duplex pumps for the LID system beneath the parking lot paving. (Civil Eng.)
6. Provide a gravel pad for the asphalt court (replacing the Gym) and the construction crane. (Civil Eng.)
7. Excavate/grade to the bottom of the crawl space for the new modular Classroom Building (with 10 ft. of overex.) (Civil Eng.)
8. Construct the CMU trash enclosure and transformer enclosure (foundation, cmu walls). (Struc, Eng.)
9. Provide revised Specifications for above. (Spec Writer)

Work will include:
   - Coordination with Gateway Construction for revisions scope.
   - Meetings with Gateway Construction, Magnolia School, and our project engineers, spec writer.

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- Revisions and additional drawings for architectural, civil, site electrical, structural engineering scope.
- Coordination with VCA Civil Engineering, DLRG Electrical and Structural Engineering, and SpecStudio.
- Design studies & construction documents for scope listed above.
- Revised Specifications
- DSA process for review and approval.
- Additional RFIs and Submittals review for added scope.
- Additional Project Closeout scope for added scope.

PROJECT DELIVERABLES:
   - DSA Revision forms
   - Construction Documents for DSA Revision submission

TIME OF PERFORMANCE:
Work will be completed in coordination with the Owner and the Construction Manager on an agreed-upon schedule.

COMPENSATION:
DLR Group's proposed fee to perform the work outlined in the "Scope of Services" is as follows:

- DLR Group Architects shall provide the above scope of services for the fixed fee of Sixteen Thousand Five Hundred Dollars (**$16,500**).

- DLR Group Electrical Engineers shall provide the above scope of services for the fixed fee of Six Thousand Dollars (**$6,000**).

- DLR Group Structural Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Dollars (**$7,000**).

- VCA Civil Engineers shall provide the above scope of services for the fixed fee of Twenty Two Thousand Six Hundred Eighty Dollars (**$22,680**). See attached VCA proposal.

- SpecStudio Specification Writers shall provide the above scope of services for the fixed fee of One Thousand Six Hundred Dollars (**$1,600**).

- **Total fee is Fifty Three Thousand Seven Hundred Eighty Dollars ($53,780).**

ADDITIONAL SERVICES:
Any services outside the scope of this Fee Proposal / Letter Agreement shall be performed as an additional service in accordance with executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023.DLR Group shall not proceed with any additional services without the prior written consent of the Owner.

ACCEPTANCE:
Signature by the Client below shall constitute acceptance of this Fee Proposal / Letter Agreement and, upon return to DLR Group, a notice to proceed with the services. The Effective Date of this Fee Proposal / Letter Agreement shall be the date the Client signs this document.

We look forward to a successful relationship with you on this project. Please do not hesitate to contact me if you have any questions regarding this Fee Proposal / Letter Agreement.

Sincerely,

Accepted by:

DLR Group

Magnolia Public Schools

_____

Andrew Thompson
Client Leader, Principal

_____

Patrick Ontiveros
Project Executive

Cc: file

Attached:
Exhibit A – VCA Civil Engineering Proposal

# Exhibit C

## DSA Increment 2 - Silver Creek Modular Classroom Building (Construction Development)

# ◼️DLRGROUP
ARCHITECTURE  ENGINEERING  PLANNING  INTERIORS

700 South Flower St., 22nd Floor
Los Angeles, CA 90017

**Increment #2**

April 22, 2024

Sent via Email – pontiveros@magnoliapublicschools.org

Patrick Ontiveros, Esq.
Magnolia Public Schools
250 E. 1st St.  Suite 1500
Los Angeles, CA  90012

Re: Magnolia SA5 New Middle and High School
DLR Group Project No.  75-23204-00

Subject: Professional Services Fee Proposal / Letter Agreement for
**Project Re-Design for Silver Creek Modular Classroom Building**

Dear Patrick:

DLR Group is pleased to offer this Fee Proposal / Letter Agreement for the above referenced Project. All services are offered subject to the terms and conditions set forth in executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. The services described below include such related services which are usual and customary thereto:

SCOPE OF SERVICES:
These services are for revisions to DLRG's and our consultant's drawings, and new drawings, in response to constructing the Classroom Building with modular construction by Silver Creek. DLRG will oversee the re-design documents for submission to DSA for their review and approval. This scope also includes construction services scope in coordination with Silver Creek. The proposed re-design site work will be under the direction that the Gym is removed from the project and replaced with an asphalt basketball/volleyball court.

Beyond the revision and creation of new architectural drawings, this add service proposal includes fees for revision work by DLRG Structural Eng., DLRG Site Electrical Eng., DLRG Fire Alarm Eng., DLRG Low Voltage Eng., DLRG Security-Convergence Eng., VCA Civil Eng., Capouya Landscape Architects, and P2S Fire Sprinkler Eng.

Work will include:
- Overall coordination of the DSA package.
- Response to DSA comments and backcheck process to achieve DSA approval.
- Meetings with Silver Creek, Gateway Construction, engineers, and Magnolia School.
- Coordination with Silver Creek for revised architectural site drawings.
- Revisions to architectural/interiors drawings not covered in Silver Creek scope.
- Coordination with Silver Creek for mechanical, plumbing, electrical, fire alarm, low voltage, security, fire sprinkler drawings based on revisions.
- Coordination and revised drawings from VCA Civil Engineering and Capouya Landscape Architects based on Silver Creek design revisions and Gym removal.
- Coordination with DLRG Site Electrical Eng., and their coordination with LADWP, based on Silver Creek design revisions.

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- Coordination with DLRG Electrical Eng. for Classroom Buildings rooftop PV systems.
- Coordination with and revised drawings from DLRG Structural Eng. for site stairs, Lunch Shelter, LID planter revisions, new net poles at asphalt court, and other site structural elements.
- Coordination with and revised drawings from DLRG Fire Alarm Eng., DLRG Low Voltage Eng., DLRG Security-Convergence Eng.
- Coordination with and revised drawings from P2S Fire Sprinkler Eng.

PROJECT DELIVERABLES:
- Construction Documents, in coordination with Silver Creek
- DSA submittal required documents, in coordination with Silver Creek

TIME OF PERFORMANCE:
Work will be completed in coordination with the Owner and the Construction Manager on an agreed-upon schedule.

COMPENSATION:
DLR Group's proposed fee to perform the work outlined in the "Scope of Services" is as follows:

- DLR Group Architects shall provide the above scope of architectural and coordination services for the fixed fee of Thirty Eight Thousand Five Hundred Dollars ($38,500). (Includes 10% of engineering fees below.)

- DLR Group Structural Engineers shall provide the above scope of services for the fixed fee of Forty Thousand Dollars ($40,000).

- DLR Group Electrical Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Dollars ($7,000).

- DLR Group Fire Alarm Engineers shall provide the above scope of services for the fixed fee of Eleven Thousand Five Hundred Dollars ($11,500).

- DLR Group Low Voltage Engineers shall provide the above scope of services for the fixed fee of Four Thousand Four Hundred Forty Dollars ($7,500).

- DLR Group Security-Convergence Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Four Hundred Dollars ($7,500).

- VCA Civil Engineers shall provide the above scope of services for the fixed fee of Sixteen Thousand Dollars ($16,000). See attached VCA proposal, Exhibit A.

- P2S Fire Sprinkler Engineers shall provide the above scope of services for the fixed fee of Seven Thousand Three Hundred Dollars ($7,300). See attached P2S proposal, Exhibit B.

- SpecStudio Specification Writers shall provide the above scope of services for the fixed fee of Two Thousand Dollars ($2,000).

- Total fee is One Hundred Thirty Seven Thousand Three Hundred Dollars (**$137,300**).

ADDITIONAL SERVICES:
Any services outside the scope of this Fee Proposal / Letter Agreement shall be performed as an additional service in accordance with executed Architectural Services Agreement AIA B101-2017 dated Jan. 19, 2023. DLR Group shall not proceed with any additional services without the prior written consent of the Owner.

ACCEPTANCE:
Signature by the Client below shall constitute acceptance of this Fee Proposal / Letter Agreement and, upon return to DLR Group, a notice to proceed with the services. The Effective Date of this Fee Proposal / Letter Agreement shall be the date the Client signs this document.

We look forward to a successful relationship with you on this project. Please do not hesitate to contact me if you have any questions regarding this Fee Proposal / Letter Agreement.

Sincerely,

Accepted by:

DLR Group                                      Magnolia Public Schools

_____          _____
Andrew Thompson                           Patrick Ontiveros
Client Leader, Principal                     Project Executive

Cc: file

Attachments:
VCA Proposal - Exhibit A
P2S Proposal - Exhibit B

**V C A** ENGINEERS, INC.

QUALITY
SERVICE
COMMITMENT

CIVIL ■ STRUCTURAL
MBE ■ DBE ■ SBE

April 04, 2024

Mark R. Stankard, AIA, LEED AP
Senior Project Manager | Senior Associate
DLR Group
700 South Flower Street, 22nd Floor
Los Angeles, CA
T: (213) 800-9400

Subject:        Fee Proposal for Additional Civil Engineering Services for
                Magnolia Public Schools Magnolia Science Academy 5 Middle and High School
                7111 Winnetka Ave., Winnetka, CA 91306
                Revise Civil Drawings (Increment 2)

Dear Mark:

VCA Engineers is very pleased to submit this fee proposal to perform civil engineering services associated with the above project. Based on the email received dated March 28, 2024, we are being requested to revise our civil drawings to accommodate Increment 2 which includes site work coordination with Increment 1 plus the New Silver Creek Classroom Building outline and the paving of the basketball courts which will replace the Gym on the Magnolia Science Academy site in the City of Winnetka.

1) Increment 2 includes site work coordination with Increment 1, plus the New Silver Creek Classroom Building outline, paving of the basketball courts which will replace the Gym.

Accordingly, we have prepared this fee proposal which will cover the following: (I) our proposed scope of work, (II) the project schedule, and (III) our consulting fee. Our scope of services will be all inclusive as required to complete the project in a concise and timely manner as mandated by project schedules and standard requirements of professional practice.

Our understanding of the civil scope of work to be provided is as follows:

**I.      Civil Engineering Scope of Services**

1. Revise civil drawings to accommodate changes to Increment 2 package which will include revisions to our site plan, site grading, site demo and site utilities.
2. Revise LID plan to accommodate changes to Increment 2 package.
3. Obtain DSA approval of civil drawings.
4. Incorporate DSA comments/corrections, if any.
5. Provide written response to contractor's questions and clarifications during construction.
6. Assist in reviewing contractor's change orders related to civil works.
7. Provide additional coordination.

---

**Los Angeles County**
1041 S Garfield Ave, Alhambra CA 91801
**Tel:** 323-729-6098 ▪ **Fax:** 323-729-6043
**e-mail:** vca@vcaeng.com

**Orange County**
2151 Michelson Dr. #240, Irvine, CA 92612
**Tel:** 949-679-0870(x102) ▪ **Fax:** 949-679-9370
**www.vcaeng.com**

Fee Proposal for Additional Civil Engineering Services for
Magnolia Public Schools Magnolia Science Academy 5 Middle and High School
7111 Winnetka Ave., Winnetka, CA 91306
April 04, 2024
Page 2 of 3

## II.       Project Schedule

Our service will commence upon receiving written Notice-to-Proceed from you and approval of this letter proposal.  We are committed to abiding by your project schedule.  Each design phase is to be performed following our in-house requisite quality control procedures.

## III.      Compensation

Our compensation for providing the above engineering services will be lump sum per the fee breakdown below.  The proposed fee will be billed at the monthly percentage completion of each task.  Please note that other direct cost items for travel, one original set for submittal at milestones and mailing to you are included in the fees.  Reproductions for multiple submittals are not included and are reimbursable at cost plus 10% administrative costs.  Please note that our 2024 Schedule of Rates is attached herein for your reference and for any additional time and material work.

**Fee Breakdown: Increment 2**

| | |
|---|---:|
| Construction Documents | $ 13,920 |
| Permitting, Bid and Award | $ 480 |
| Construction Administration | $ 1,600 |
| **TOTAL** | **$ 16,000** |

Again thank you for the opportunity to be a member of your team and please do not hesitate to call us if you have any question.

Sincerely,
VCA Engineers, Inc.

Virgil C. Aoanan, P.E., S.E., QSD
Principal

ACCEPTED BY:
**DLR Group**

BY: _____

DATE: _____

**Los Angeles County**
1041 S Garfield Ave, Alhambra CA 91801
**Tel:** 323-729-6098 ▪ **Fax:** 323-729-6043
**e-mail:** vca@vcaeng.com

**Orange County**
2151 Michelson Dr. #240, Irvine, CA 92612
**Tel:** 949-679-0870(x102) ▪ **Fax:** 949-679-9370
**www.vcaeng.com**

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Fee Proposal for Additional Civil Engineering Services for
Magnolia Public Schools Magnolia Science Academy 5 Middle and High School
7111 Winnetka Ave., Winnetka, CA 91306
April 04, 2024
Page 3 of 3

# 2024 VCA ENGINEERS SCHEDULE OF FEES

| PROFESSIONAL STAFF | HOURLY RATE |
|---|---|
| Principal | $220.00 |
| Project Manager | $200.00 |
| Lead/Senior Project Engineer | $180.00 |
| Project Engineer | $165.00 |
| Engineer | $155.00 |
| BIM Modeler | $130.00 |
| Senior CADD Technician | $110.00 |
| CADD Technician | $100.00 |
| Clerical/Admin | $70.00 |

## MILEAGE AND SUBSISTENCE

| | |
|---|---|
| Auto Mileage | $ 0.67 per mile plus 10% |
| Parking | Actual Cost plus 10% |
| Air Travel and Car Rental | Actual Cost plus 10% |
| Subsistence (overnight out of LA) | Actual Cost plus 10% |

## DIRECT SERVICES

| | |
|---|---|
| **Milestone Reproducible Submittal (one set)** | **Included in Proposed Fees** |
| Messenger and Overnight Delivery Services | Actual Cost plus 10% |
| Long Distance Phone | Actual Cost plus 10% |
| Outside B&W Plotting | Actual Cost plus 10% |
| Sepia/Mylar | Actual Cost plus 10% |
| Reprographic Services (binding, mounting and etc.) | Actual Cost plus 10% |

## LIABILITY INSURANCE

During the terms of this agreement, VCA shall at all times procure and maintain insurance. VCA carries General, Automobile Liability Insurance and Workers Compensation at $2M each occurrence and Professional Liability Insurance at $2M per claim.

## CLAIMS AND DISPUTES

Client and VCA agree to negotiate and resolve all disputes between them in good faith as a first attempt. If the dispute cannot be resolved therein, the parties shall mutually agree to submit the matter to mediation and arbitration in accordance with the American Arbitration Association's Commercial Mediation Rules if the total dispute is less than $49,000. The results of the arbitration, as decided by three (3) arbitrators, each party choosing their own arbitrator and the two arbitrator choosing a third member, shall be final, and judgment may be entered upon it in any court of competent jurisdiction in the City where the work is performed.

**Los Angeles County**
1041 S Garfield Ave, Alhambra CA 91801
**Tel:** 323-729-6098 ▪ **Fax:** 323-729-6043
**e-mail:** vca@vcaeng.com

**Orange County**
2151 Michelson Dr. #240, Irvine, CA 92612
**Tel:** 949-679-0870(x102) ▪ **Fax:** 949-679-9370
**www.vcaeng.com**

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# P2S ENG

April 2, 2024

DLR Group
Mark Stankard, AIA, LEED
AP, Senior Project
Manager/ Senior Associate
700 South Flower St, 22nd
Flr.
Los Angeles, CA 90015

SUBJECT: Fire Protection Engineering Add Service Proposal for Magnolia Science Academy

Dear Mark,

Thank you for your request for proposal for providing additional engineering services for the referenced project. We are pleased to provide the following proposal that defines our statement of understanding, scope of services, assumptions, schedule, deliverables, and fees based on your email on March 27, 2024, and the revised scope site plan from the same date.

STATEMENT OF UNDERSTANDING

The original scope was adjusted from 46,000 sq. ft to approximately 39,000 sq. ft. since the gym building area will be removed. The original construction type of the building was originally a Type II, noncombustible material; the new classroom building is now proposed to be a modular construction by Silver Creek.

FIRE SPRINKLER – CONSTRUCTION DOCUMENTS ADDITIONAL SCOPE

1. Update the sprinkler and piping layout to match the new architectural backgrounds.
2. Update hydraulic calculations.
3. Coordinate hangers and supports based on the new proposed structure.
4. Update seismic calculations.
5. Attend four (4) additional coordination meetings.

*The Permitting, Bid Support, and Construction Administration phases and fees remain unchanged from our February 23, 2023 fee proposal.

ASSUMPTIONS

1. The gym building has been removed from the project scope.
   Any future additions to the building's area will be reviewed separately.
2. It is assumed that the new building construction will be of a noncombustible type, and no additional sprinkler coverage will be needed in the concealed spaces above ceilings.
3. Cost Estimating will be provided by others and reviewed by P2S.
4. There is adequate pressure for fire protection water, and a fire pump is not required for the fire water service to the new building.
5. The fire Protection point of connection will be 5' from the building.
6. The client will provide a current fire flow test to design the fire sprinkler system no older than six months from the new plan check submission date.

P2S Inc.

9665 Chesapeake Dr. #230
San Diego, CA 92123

☎ 619.618.2347

🌐 P2SIN C. COM

Engineering Services Proposal to:

Mark Stankard, AIA, LEED AP, Senior Project Manager/ Senior Associate, DLR Group

April 2, 2024

7.  Commissioning services and Title 24 acceptance testing are excluded from our services.

8.  Plan check and permit fees are not included in the engineering scope of services.

FEE

　　　We propose to undertake the project defined in this proposal for a fixed fee per phase per the breakdown below.

| Fire Protection | Fee |
|---|---|
| Construction Documents – Add Service | $7,300 |

We look forward to working with you to complete this project successfully. Should you have any questions or need clarifications, please contact us.

Sincerely,

*Andres Jimenez*

Andres Jimenez, FPE, CPD, CFPS

Fire Protection Studio Lead

# Coversheet

## Approval of Resolutions Implementing Prequalification of Construction Contractors Under Public Contract Code Section 20111.6 for the MSA-5 Project at 7111 Winnetka Ave.

**Section:** IV. Action Items
**Item:** L. Approval of Resolutions Implementing Prequalification of Construction Contractors Under Public Contract Code Section 20111.6 for the MSA-5 Project at 7111 Winnetka Ave.
**Purpose:** Vote
**Submitted by:**
**Related Material:**
IV_L_Resolution Implementing Prequalification of Construction Contracts for MSA-5 Project 7111 Winnetka Ave.pdf

| | |
|---|---|
| Agenda Item: | IV L: Action Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Patrick Ontiveros, General Counsel & Director of Facilities<br>Mustafa Sahin, Facilities Project Manager<br>Katrina Jimenez, Assistant Project Manager |
| RE: | Approval of Resolution Implementing Prequalification of Construction Contracts for MSA-5 Project at 7111 Winnetka Ave |

## 1.    **Action Proposed:**

MPS Staff moves that the Board adopt the Resolution #20240617-01implementing prequalification processes and procedures required by the Public Contract Code for the Magnolia Science Academy—5 project located at 7111 Winnetka Avenue (the "**Project**").

## 2.    **Purpose:**

The resolutions meet the prequalification requirements set out in the Public Contract Code for projects with a projected expenditure of one million dollars ($1,000,000) or more to be paid for with State funds.

## 3.    **Overview:**

The documents attached as Exhibit A meet the requirements for prequalifying bidders for State funded projects.  The documents were prepared by MPS's legal counsel at Tao Rossini.

## 4.    **Analysis:**

To meet the target completion and occupancy date for the Project, MPS Staff, in collaboration with its construction manager Gateway Science and Engineering, needs to start the prequalification and bidding process for the Project.  The prequalification process will ensure that the Project not only complies with applicable law but also will limit the potential bidders to qualified entities, ensuring the quality and success of the Project.

## 5.    **Budget Impact:**

There is no budget impact with adopting the resolutions approving the

prequalification documents.

6.  **Exhibits:**

Exhibit A          Resolutions and Prequalification Documents

**RESOLUTION IMPLEMENTING PREQUALIFICATION
OF CONSTRUCTION CONTRACTORS UNDER
PUBLIC CONTRACT CODE SECTION 20111.6
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION**

**RESOLUTION NO. 20240617-01**

**WHEREAS**, for construction contracts awarded on or after January 1, 2014, Public Contract Code section 20111.6 requires the governing board of a school district with an average daily attendance over two thousand five hundred (2,500) to prequalify bidders for public works projects using any funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code section 17070.10 et seq.) or any funds from any future state school bond for a public project with a projected expenditure of one million dollars ($1,000,000) or more;

**WHEREAS**, for purposes of Public Contract Code section 20111.6 and public projects that fall within its purview, bidders shall include the prime contractor and, if utilized, all electrical, mechanical, and plumbing subcontractors (licensed pursuant to section 7058 of the Business and Professions Code- specifically, contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses);

**WHEREAS**, the standardized questionnaire and financial statement in a form specified by the District ("**Questionnaire**") is required to include a complete statement of the prospective bidder's financial ability and experience in performing public works;

**WHEREAS**, the Questionnaire and financial statement must be verified under oath by the bidder in the manner in which civil pleadings and civil actions are verified;

**WHEREAS**, the Questionnaire is not a public record and is not to be opened to public inspection,;

**WHEREAS**, each Questionnaire submitted by a prospective bidder will be scored in accordance with an established point system;

**WHEREAS**, Public Contract Code section 20111.6 requires the District to adopt and apply a uniform system of rating bidders on the basis of the completed Questionnaire in order to determine if bidders will be deemed qualified to bid;

**WHEREAS**, the District may not accept a proposal from any potential bidder who is required to submit a Questionnaire in accordance with Public Contract Code section 20111.6, but has not done so at least ten (10) business days prior to the date fixed upon the public opening of sealed bids, or has not been prequalified by the District in accordance with Public Contract Code section 20111.6(f) at least five (5) business days prior to the opening of sealed bids; and

**WHEREAS**, the District wishes to establish a process for prequalifying prospective bidders pursuant to Public Contract Code section 20111.6 on a yearly basis and such

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prequalification shall be considered valid for up to one (1) calendar year following the date of initial prequalification.

**NOW THEREFORE, THE GOVERNING BOARD OF MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION DOES HEREBY RESOLVE:**

1. In accordance with Public Contract Code Section 20111.6, the Governing Board ("**Board**") of the District establishes a prequalification program for construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 et seq.) or any funds from any future state school bond and involves a projected expenditure of one million dollars ($1,000,000) or more, ("**Prequalification Program**").

2. The Prequalification Program shall utilize the Questionnaire attached hereto as Exhibit "A" and incorporated herein.

3. In accordance with Public Contract Code section 20111.6, the District adopts the Prequalification Evaluation of allocating points set forth in the document attached hereto as Exhibit "B" with respect to the District's review of any submitted Questionnaires. Any potential bidder who submits a Questionnaire that does not meet the above-referenced criteria set forth therein shall be considered not qualified and rejected.

4. The Questionnaire shall be completed by any potential bidder in conformance with Public Contract Code section 20111.6.

5. With respect to construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond and involves a projected expenditure of one million dollars ($1,000,000) or more, each prospective bidder must be prequalified in conformance with the Prequalification Program prior to submitting a bid.

6. In submitting any bids for construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond and involves a projected expenditure of one million dollars ($1,000,000) or more, and any future projects that require prequalification of contractors, the District will furnish each prospective bidder a standardized proposal form that when completed and executed, will constitute such potential bidder's bid ("**Proposal**").

7. A Proposal shall not be accepted from any person or other entity for any construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond and involves a projected expenditure of one million dollars ($1,000,000) or more who: (1) has not submitted a Questionnaire at least ten (10) business days prior to the date fixed for the public opening of the seal bids for such construction contract in accordance with Public Contract Code Section 20111.6(f), or (2) who has not been prequalified for at least five (5) business days prior to the public opening of seal bids for such contract, in accordance with Public Contract Code Section 20111.6(f).

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8. Once prequalified pursuant to this section, such prequalification shall be valid for up to one (1) calendar year following the date of initial prequalification.

9. The Board hereby delegates to the District's Chief Executive Officer & Superintendent, Chief Financial Officer, the Board Chair, and/or their designees, the authority to determine whether a potential bidder shall be considered prequalified, the authority to hear and oversee prequalification determination appeals, and the authority to make revisions to the Questionnaire and Uniform System of allocating points.

   **PASSED AND ADOPTED** by the Governing Board of MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION on June 17, 2024, by the following vote:

AYES:    _____

NOES:    _____

ABSENT:   _____

ABSTAIN:   _____

I, <u>Jennifer Lara</u>, Secretary of the Magnolia Educational & Research Foundation Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which resolution is on file in office of said Board.

_____
Secretary

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**EXHIBIT "A"**

[INSERT PREQUALIFICATION QUESTIONNAIRE]

4

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**EXHIBIT "B"**

[INSERT UNIFORM SYSTEM OF ALLOCATING POINTS/SCORING]

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## ANNOUNCEMENT OF PREQUALIFICATION PROCEDURES FOR CONSTRUCTION CONTRACTORS

Notice is hereby given by the Magnolia Educational & Research Foundation School District ("**District**") that prime contractors and mechanical, electrical and plumbing ("MEP") subcontractors (as defined in Public Contract Code section 20111.6) planning to participate in bidding on certain public projects to be undertaken by the District, must be prequalified prior to submitting bids for such public projects.  Pursuant to Public Contract Code Section 20111.6 bidders on all public projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected public project expenditure of one million dollars ($1,000,000) or more, must be prequalified.

Prequalification application packages are available on the District's website located at *https://magnoliapublicschools.org/* or at the District's main office.

### Timeline

In order to submit a valid bid for any project requiring prequalification, prospective bidders must submit a prequalification questionnaire, a financial statement, and a standardized bidding form at least ten (10) business days prior to the date fixed for the public opening of sealed bids or must be deemed prequalified to bid at least five (5) business days prior to that date.

This prequalification packet includes a questionnaire and financial statement, to be verified under oath.  The District will use the information and documentation required by the packet to prequalify prime contractors and MEP subcontractors in accordance with Public Contract Code section 20111.6.

### Questionnaire

All questions in the questionnaire must be answered.  If a question is not applicable, then indicate a response of "N/A".  "You" or "Yours" as used herein refers to the prospective bidders' firm and any of its owners, officers, principals and qualifying individuals.  Any references to owners, officer, principals or partners herein shall include any qualifying individuals including any RME or RMO.  If two or more business entities submit a bid on a project as a Joint Venture, or expect to submit a bid as part of a Joint Venture, each entity within the Joint Venture must be separately qualified to bid.

Each questionnaire must be signed under penalty of perjury in the manner designated at the end of the form, by an individual who has the legal authority to bind the contractor on whose behalf that person is signing.  If any information provided by a prospective bidder becomes inaccurate, the prospective bidder must immediately notify the District and provide updated accurate information in writing, under penalty of perjury.  Each prospective bidder shall have a duly authorized owner, officer or principal complete the questionnaire and verify the truth of the information provided therein and in the financial statement.

1

*Financial Statement*

In addition to completing the attached questionnaire, each prospective bidder must submit its most current reviewed or year-end audited financial statement, which must have been prepared by a certified public accountant within twelve (12) months of each prospective bidder's submission of the prequalification package. Each prospective bidder must also provide its most current financial statement, which must have been prepared within three (3) months of each prospective bidder's submission of the prequalification package. Finally, each prospective bidder must submit a notarized statement from an admitted surety insurer (approved by the California Department of Insurance and authorized to issue bonds in the State of California) which states your current bonding capacity.

Financial statements submitted with this prequalification package shall not be prepared by any individual who is in the regular employ of the firm submitting the statement, nor by any individual or entity who has more than a ten percent (10%) financial interest in the firm's business. If the individual or entity that prepared a financial statement submitted with this prequalification package has any financial interest in the firm's business, the firm shall notify the District of such financial interest in a separate signed statement accompanying this prequalification package.

*Submission*

Prospective bidders are encouraged to submit prequalification packages as soon as possible, so that they may be notified of prequalification status well in advance of the bid process. The prequalification packages should be sealed, marked "**CONFIDENTIAL PREQUALIFICATION**," and mailed to the following:

Magnolia Educational & Research Foundation
Attention: Facilities Department
250 East 1st Street, Suite 1500
Los Angeles, CA 90012

The questionnaire answers and financial statements included in the prequalification packages submitted by prospective bidders are not public records and are not open to public inspection. All such information provided will be kept confidential to the extent permitted by law, although the contents may be disclosed to third parties for the purpose of verification, investigation of substantial allegations, and in the process of any subsequent proceedings. State law requires that the names of contractors applying for prequalification status shall be public records subject to disclosure, and the first page of the questionnaire will be used for that purpose.

*Evaluation by the District*

The District will evaluate the information provided and issue each submitting prospective bidder a rating of "Prequalified" or "Not Prequalified." The District's decision will be based on the information provided, references, and such additional outside information as the District in its discretion deems reasonable and necessary to obtain. The District may, but is not obligated to, investigate the truth of any statements or information provided by a prospective bidder in response hereto.

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Prequalification approval will remain valid for one (1) calendar year from the date of notice of qualification, except that the District reserves the right during that calendar year to adjust, increase, limit, suspend or rescind the prequalification ratings based on subsequently learned information and after giving notice of the proposed action to the prospective bidder and an opportunity for a hearing consistent with the hearing procedures described below for appealing a prequalification determination.

While it is the intent of the prequalification questionnaire and documents required herein to assist the District in determining bidder responsibility prior to the submission of bids and to aid the District in selecting the lowest responsible bidder, neither the fact of prequalification, nor any prequalification rating, will preclude the District from a post-bid consideration and determination on a specific project of whether a bidder has the quality, fitness, capacity and experience to satisfactorily perform the proposed work, and has demonstrated the requisite trustworthiness.

### *Appeal*

A prospective bidder who has timely submitted a completed application form, and who receives a rating of "Not Prequalified" from the District may appeal that determination. There is no appeal from a finding that a prospective bidder is not prequalified because of a late application or a failure to submit required information. A prospective bidder may appeal the District's decision with respect to its request for prequalification, by giving written notice to the District no later than five (5) business days after receipt of notice of its qualification status. Notice shall be sent to the address listed above. Unless a prospective bidder files a timely appeal, the prospective bidder waives any and all rights to challenge the qualification decision of the District, whether by administrative process, judicial process or any other legal process or proceeding. The District reserves the right to resolve appeals before or after bid opening or award of any contract. The date for submission and opening of bids for a specific project and any subsequent contract award will not be delayed or postponed to allow for completion of an appeal process.

After receipt of a request for appeal, the District will provide the prospective bidder any supporting evidence that has been received from others or adduced as a result of an investigation by the District. The appealing prospective bidder will be provided an opportunity to rebut any evidence. The District, in its sole discretion, may conduct a hearing regarding the prospective bidder's timely appeal. If such a hearing is conducted, the prospective bidder consents to the District's Chief Executive Officer & Superintendent, Chief Financial Officer, Board Chair, or his or her designee, to act as the hearing officer.

### *Bidding*

Bids will not be accepted from any prospective bidder that did not timely submit a completed prequalification questionnaire and supporting documents, including financial statements, to the District. Omission of requested information, falsification of information, or failing to use the forms provided by the District may result in a finding of "not prequalified".

MEP subcontractors (licensed pursuant to Section 7058 of the Business and Professions Code, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46

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licenses) must also meet prequalification requirements on all projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected expenditure of one million dollars ($1,000,000) or more. If a project includes electrical, mechanical, or plumbing components that will be performed by MEP subcontractors, a list of prequalified prime contractors and MEP subcontractors will be made available by the District to all bidders at least five (5) business days prior to the dates fixed for the public opening of sealed bids.

If a prime contractor uses any MEP subcontractor required for any project, such MEP subcontractor must be prequalified pursuant to these prequalification forms and requirements. If a MEP subcontractor in any prime contractor bid is not prequalified, that bid will not be accepted.

Prospective bidders are warned that a project may have specific requirements that differ or are in addition to being properly prequalified pursuant to these documents. A determination that a contractor or MEP subcontractor is prequalified pursuant to these documents does not automatically mean a contractor or MEP subcontractor meets all of the requirements of a specific project. Prospective bidders are instructed to carefully review the requirements for each project before submitting a bid.

The District reserves the right to amend the prequalification packet at any time. The District reserves the right to waive minor irregularities and omissions in the information contained in the prequalification application submitted and to make all final determinations. Additionally, a determination by the District that a prospective bidder is prequalified does not amount to a final determination that such prospective bidder is responsible or responsive for purposes of bid evaluation. The District may, in accordance with applicable law reject a prequalified contractor's bid, and the District may additionally reject all bids if it determines such action is in the best interest of the public.

| MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION PREQUALIFICATION QUESTIONNAIRE |
|---|

**IMPORTANT INFORMATION: Please note: Declaration under penalty of perjury (last page of questionnaire) is required under State law. Failure to sign form will invalidate the prequalification packet. A passing score in general for prequalification does not guarantee that bidder will be eligible to bid this particular project. Contractors will receive a separate determination as to the overall prequalification dollar limit.**

## CONTACT INFORMATION

Contractor_____

(as it appears on license)

Check one of the following:

☐ Corporation
☐ Partnership
☐ Sole Proprietorship
☐ Joint Venture

Contact Person: _____

Address (City, State, Zip):_____

Phone: _____     Fax: _____

Email: _____     Company Website: _____

Contractor's License Number(s) and Types (Please include expiration date):

_____

_____

_____

Tax ID Number _____

If firm is a sole proprietor or partnership:

Owner(s) of Company _____

Company Union Status:        Union        Non-Union

Minority Status:        MBE        DBE        DVBE        SBE        DBE

Other Minority Certification: _____

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**MAGNOLIA EDUCATIONAL & RESARCH FOUNDATIONPREQUALIFICATION QUESTIONNAIRE**

**PART I.      ESSENTIAL REQUIREMENTS FOR QUALIFICATION**

**Contractor will be immediately disqualified if the answer to any of questions 1 through 6 is "no."[1]**

**To Contractors seeking prequalification as a subcontractor only: You must respond to all Part I questions, however your response to Part I, Question Number 5 will not be rated.**

**Contractor will be immediately disqualified if the answer to any of questions 7, 8, 9 or 10 is "yes."[2] If the answer to question 9 is "yes," and if debarment would be the sole reason for denial of prequalification, any prequalification issued will exclude the debarment period.**

1.      Contractor possesses a valid and current California Contractor's license for the project or projects for which it intends to submit a bid.

☐ Yes      ☐ No

2.      Contractor has a liability insurance policy with a policy limit of at least $1,000,000 per occurrence and $2,000,000 aggregate.

☐ Yes      ☐ No      **(Please provide a current Certificate of Insurance as verification)**

3.      Contractor has current workers' compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 *et. seq*.

☐ Yes      ☐ No      ☐ Contractor is exempt from this requirement, because it has no employees

4.      Have you attached your latest copy of a <u>reviewed</u> or <u>audited</u> financial statement with accompanying notes and supplemental information.[3]

☐ Yes      ☐ No

**NOTE:  A financial statement that is not either reviewed or audited is not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will**

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[1] A "no" answer to Question 4 will not be disqualifying if the contractor is exempt from complying with Question 4, for reasons explained in footnote 3.

[2] A contractor disqualified solely because of a "Yes" answer given to question 7, 8, or 10 may appeal the disqualification and provide an explanation of the relevant circumstances during the appeal procedure.

[3] Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is "no more than 25 percent of the qualifying amount provided in section 14837(d)(1)."  As of August 12, 2013, the qualifying amount is $10 million, and 25 percent of that amount, therefore, is $2.5 million.

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**be considered as supplemental information only, and is not a substitute for the required financial statement.**

5.  Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) and authorized to issue bonds in the State of California, which states: (a) that your current bonding capacity is sufficient for the project for which you seek prequalification if you are seeking prequalification for a single project; or (if you are seeking prequalification valid for a year) (b) your current available bonding capacity?[4]

    ☐ Yes  ☐ No

    **NOTE: Notarized statement must be from the surety company, not an agent or broker. Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

6.  Are you currently registered with the Department of Industrial Relations in accordance with Labor Code section 1725.5?

    ☐ Yes  ☐ No

    If yes, what is your registration number _____.

    Please submit proof of registration.

7.  Has your contractor's license been revoked at any time in the last five years, even if such revocation was stayed at any time?

    ☐ Yes  ☐ No

8.  Has a surety firm completed a contract on your behalf, or paid for completion because your firm was default terminated by the project owner within the last five (5) years?

    ☐ Yes  ☐ No

9.  At the time of submitting this prequalification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?

    ☐ Yes  ☐ No

    If the answer is "Yes," state the beginning and ending dates of the period of debarment:

    _____

---

[4] An additional notarized statement from the surety may be requested by ==Magnolia Educational & Research Foundation== at the time of submission of a bid, if this prequalification package is submitted more than 60 days prior to submission of the bid.

3

10.     At any time during the last five years, has your firm or any of its owners or officers been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?

☐ Yes     ☐ No

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**<mark>MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION</mark> PREQUALIFICATION QUESTIONNAIRE**

**PART II.    ORGANIZATION, HISTORY, ORGANIZATIONAL PERFORMANCE, COMPLIANCE WITH CIVIL AND CRIMINAL LAWS**

**A.    Current Organization and Structure of the Business**

**For Firms That Are Corporations:**

1a.    Date incorporated : _____

1b.    Under the laws of what state: _____

1c.    Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten percent of the corporation's stock.

| Name | Position | Years with Co. | % Ownership | Last four Social Security * |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

1d.    Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, "owner" and "partner" refer to ownership of ten percent or more of the business, or 10 percent or more of its stock, if the business is a corporation.**

| Person's Name | Construction Firm | Dates of Person's Participation with Firm |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

**For Firms That Are Partnerships:**

1a.    Date of formation: _____

1b.    Under the laws of what state: _____

1c.    Provide all the following information for each partner who owns 10 percent or more of the firm.

| Name | Position | Years with Co. | % Ownership | Last four Social Security #'s |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*last four numbers of Social Security is suitable.

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1d.     Identify every construction company that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.  **NOTE: For this question, "owner" and "partner" refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

| Person's Name | Construction Firm | Dates of Person's Participation with Firm |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## For Firms That Are Sole Proprietorships:

1a.     Date of commencement of business.  _____

1b.     Social security number of company owner.  _____

1c.     Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.  **NOTE: For this question, "owner" and "partner" refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

| Person's Name | Construction Company | Dates of Person's Participation with Company |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## For Firms That Intend to Make a Bid as Part of a Joint Venture:

1a.     Date of commencement of joint venture.  _____

1b.     Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects:

| Name of firm | % Ownership of Joint Venture |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

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**B.** **History of the Business and Organizational Performance**

2. How many years has your organization completed work for public agencies?
   Years:_____

3. Has your organization ever been licensed in California under a different name or different license number?

   ☐ Yes   ☐ No

   If "yes," please list all name(s) and license number(s), on a separate signed page.

4. Are you currently prequalified with any other school district?

   ☐ Yes   ☐ No

   If yes, please identify the school district(s), with contact information and the dollar rating that you have been prequalified for at such school district(s), on a separate signed page.

5. Has there been any change in ownership of the firm at any time during the last three years?
   **NOTE: A corporation whose shares are publicly traded is not required to answer this question.**

   ☐ Yes   ☐ No

   If "yes," explain on a separate signed page.

6. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?
   **NOTE: Include information (including license number(s) about other firms if one firm owns 50 percent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.**

   ☐ Yes   ☐ No

   If "yes," explain on a separate signed page. Please include all name(s) and license number(s)

7. Are any corporate officers, partners or owners connected to any other construction firms?
   **NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.**

   ☐ Yes   ☐ No

   If "yes," explain on a separate signed page.

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List your firm's gross revenues for each of the last three years:

Year: _____          $_____

Year: _____          $_____

Year: _____          $_____

8.  How many years has your organization been in business in California as a contractor under your present business name and license number?  _____ Years

9.  Is your firm currently the debtor in a bankruptcy case?

    ☐ Yes    ☐ No

    If "yes," please attach a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed.

10. If your firm is not currently in bankruptcy, was your firm in bankruptcy at any time during the last five years?

    ☐ Yes    ☐ No

    If "yes," please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and a copy of the Bankruptcy Court's discharge order, or of any other document that ended the case, if no discharge order was issued.

    In what type of construction do you specialize?: _____

    What was the largest amount of work completed in one year: _____

    Number of projects: _____  Year:_____  Amount of Largest Project:_____

**C.   Licenses**

List all California construction license numbers, classifications and expiration dates of the California contractor licenses held by your firm:

_____

_____

8

If any of your firm's license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

_____

_____

11.    Has your firm changed names or license number in the past five years?

☐ Yes   ☐ No

If "yes," explain on a separate signed page, including the reason for the change.

12.    Has any owner, partner or (for corporations) officer of your firm operated a construction firm under any other name in the last five years?

☐ Yes   ☐ No

If "yes," explain on a separate signed page, including the reason for the change.

13.    Has any CSLB license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years?

☐ Yes   ☐ No

If "yes," please explain on a separate signed sheet.

**D.    Surety and Bonding Information**

Bonding capacity: **Please provide a letter stating bondability from current surety company.** Also, please provide documentation from your surety (not agency) identifying the following: **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Name of bonding company/surety:   _____

Name of surety agent/contact person, address and telephone number:

_____

14.    If your firm was required to pay a premium of more than one percent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years, state the percentage that your firm was required to pay. You may provide an explanation for a percentage rate higher than one percent, if you wish to do so.

9

**NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

_____

*(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

List all other sureties, not agencies (name, contact person, full address, phone number, largest bond obtained) that have written bonds for your firm during the last five years, including the dates during which each wrote the bonds (If necessary, list on separate signed sheet)  **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.:**

_____

_____

_____

_____

15.	During the last five years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place during a public construction project when one was required? **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

☐ Yes   ☐ No

If yes, provide details on a separate signed sheet indicating the date when your firm was denied coverage and the name of the company or companies which denied coverage; and the period during which you had no surety bond in place.

*(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

16.	At any time during the past five years, has any surety company made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private?  **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

☐ Yes   ☐ No

10

If "yes," explain on a separate signed page the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.

*(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

17.    Has your firm ever failed to complete a contract?

☐ Yes    ☐ No

If "yes," explain on a separate signed page.

How many projects is your firm currently bonded for? _____

What are the contract amounts your firm has currently bonded?

| Contracts | Amount Bonded |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**E.    Insurance**

Insurance Company: _____

Address:

City, State, Zip: _____

Phone Number:_____ Facsimile Number: _____

Contact Person: _____

18.    How long have you been with this insurance company?

_____

11

If less than two years, please list prior insurance companies below:

| Insurance Company | Address | Phone | Contact Person | Year(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

19.    In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?

☐ Yes    ☐ No

If "yes," explain on a separate signed page.  Name the insurance carrier, the form of insurance and the year of the refusal.

20.    Has your organization ever had insurance terminated by a carrier in the past five (5) years due to an excessive claims history and/or nonpayment of premium?

If "yes," explain on a separate signed sheet.  Name the insurance carrier, the form of insurance, and year of termination.

**F.     Safety Program & Workers' Compensation**

Each bidder shall submit a copy of the Table of Contents from bidder's established safety/injury prevention program which complies with the Contract Documents and all applicable governmental regulations.  After determination of the successful bidder, its subcontractors must submit a copy of their respective safety/injury prevention programs within five (5) days of the District's request.

Bidder: _____

Signature: _____

By: _____

Date: _____

Each bidder shall submit its workers' compensation experience modification factor.  After determination of the successful bidder, its subcontractors must submit their workers compensation modification factor within five (5) days of District's request.

21.    List your firm's Experience Modification Rate (EMR) (California Workers' Compensation Insurance) for each of the past premium years:

12

Current Year: _____

Previous Year: _____

Year Prior to Previous Year: _____

If your EMR for any of these three years is or was 1.25 or higher you may, if you wish, attach a letter of explanation.

22.    Within the last five years has there ever been a period when your firm had employees but was without workers' compensation insurance or state-approved self-insurance?

☐ Yes    ☐ No

If "yes," please explain the reason for the absence of workers' compensation insurance on a separate signed page.  If "No," please provide a statement by your current workers' compensation insurance carrier that verifies periods of workers' compensation insurance coverage for the last five years. (If your firm has been in the construction business for less than five years, provide a statement by your workers' compensation insurance carrier verifying continuous workers' compensation insurance coverage for the period that your firm has been in the construction business.)

**G.    Compliance with Occupational Safety and Health Laws and with Other Labor Legislation Safety**

Each bidder, and its subcontractors, must declare any serious or willful violations of Part 1 (commencing with Section 6300) of Division 5 of the California Labor Code received during the last five years.  This information must include all construction work undertaken in the United States by the bidder and any affiliate of the bidder.  Separate information shall be submitted for each particular partnership, joint venture, corporation, Limited Liability Company or individual bidder or subcontractor.  The bidder or its subcontractors may be requested to submit additional information or explanation of data, which District may require for evaluating the safety record. The term "affiliate" shall mean any firm, corporation, partnership, joint venture, limited liability company or association which is a member, joint venturer or partner of the bidder, or any such entity which owns a substantial interest in, or is owned in common with, the bidder, its subcontractor or any of its members, joint venturers or partners, or any such entity in which the bidder, its subcontractor, or any of their members, joint venturers or partners own a substantial interest.

23.    Has your firm ever received a serious or willful safety violation during the last five (5) years?

☐ Yes    ☐ No

If "yes," attach a separate signed page describing the violation, including information about the dates, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any.

13

24. Has CAL OSHA cited and assessed penalties against your firm for any "serious," "willful" or "repeat" violations of its safety or health regulations in the past five years? **NOTE: If you have filed an appeal of a citation, and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.**

    ☐ Yes    ☐ No

    If "yes," attach a separate signed page describing the citations, including information about the dates of the citations, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any. If the citation was appealed to the Occupational Safety and Health Appeals Board and a decision has been issued, state the case number and the date of the decision.

25. Has the federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

    ☐ Yes    ☐ No

    If "yes," attach a separate signed page describing each citation.

26. Has the EPA or any Air Quality Management District or any Regional Water Quality Control Board or any local authorities cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor, in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

    ☐ Yes    ☐ No

    If "yes," attach a separate signed page describing each citation.

27. How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project?

    _____

28. How often do you conduct documented safety inspections on a construction site?

    Daly _____        Weekly _____        Quarterly _____

29. Does your firm currently have a safety plan which complies with the current OSHA standards?

    ☐ Yes    ☐ No

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30.    Have any of your subcontractors you retained ever received a serious or willful industrial safety violation durign the last five (5) years?

☐ Yes    ☐ No

If "yes," attach a separate signed page listing each subcontractor, its license number and provide a brief explanation.

**H.    Prevailing Wage and Apprenticeship Compliance Record**

31.    Has there been more than one occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm's failure to comply with the state's prevailing wage laws? **NOTE: This question refers only to your own firm's violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.**

☐ Yes    ☐ No

If "yes," attach a separate signed page or pages, describing the nature of each violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid and the amount of back wages and penalties that you were required to pay.

32.    During the last five years, has there been more than one occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the **federal** Davis-Bacon prevailing wage requirements?

☐ Yes    ☐ No

If "yes," attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid, the amount of back wages you were required to pay along with the amount of any penalty paid.

33.    Provide the **name, address and telephone number** of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your company for use on any public work project for which you are awarded a contract by the District.

_____

_____

34.    If your firm operates its own State-approved apprenticeship program:

(a)    Identify the craft or crafts in which your firm provided apprenticeship training in the past year.

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(b)     State the year in which each such apprenticeship program was approved, and attach evidence of the most recent California Apprenticeship Council approval(s) of your apprenticeship program(s).

(c)     State the number of individuals who were employed by your firm as apprentices at any time during the past three years in each apprenticeship and the number of persons who, during the past three years, completed apprenticeships in each craft while employed by your firm.

_____

_____

_____

35.     At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works?  **NOTE:  You may omit reference to any incident that occurred prior to January 1, 1998, if the violation was by a subcontractor and your firm, as general contractor on a project, had no knowledge of the subcontractor's violation at the time they occurred.**

☐ Yes     ☐ No

If "yes," provide the date(s) of such findings, and attach copies of the Department's final decision(s)

**I.     Disputes**

36.     At any time in the last five years has your firm been assessed and paid liquidated damages   after completion of a project under a construction contract with either a public or private owner?

☐ Yes     ☐ No

If yes, explain on a separate signed page, identifying all such projects by owner, owner's address, the date of completion of the project, amount of liquidated damages assessed and all other information necessary to fully explain the assessment of liquidated damages.

37.     In the last five years has your firm, or any firm with which any of your company's owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason?  **NOTE:  "Associated with" refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 1c or 1d on this form.**

☐ Yes     ☐ No

16

If "yes," explain on a separate signed page. State whether the firm involved was the firm applying for prequalification here or another firm. Identify by name of the company, the name of the person within your firm who was associated with that company, the year of the event, the owner of the project, the project and the basis for the action.

38.     In the last five years has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?

☐ Yes     ☐ No

If "yes," explain on a separate signed page. Identify the year of the event, the owner, the project and the basis for the finding by the public agency.

*   *   *   *   *

**NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about "pass-through" disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than $50,000.**

39.     In the past five years has any claim **against** your firm concerning your firm's work on a construction project in California been **filed in court or arbitration?**

☐ Yes     ☐ No

If "yes," on separate signed sheets of paper identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending or, if resolved, a brief description of the resolution).

40.     In the past five years has your firm made any claim against a project owner concerning work on a project in California or payment for a contract in California and **filed that claim in court or arbitration**?

☐ Yes     ☐ No

If "yes," on separate signed sheets of paper identify the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).

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**J.      Criminal Matters and Related Civil Suits**

41.     Has your firm or any of its owners, officers or partners ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?

☐ Yes      ☐ No

If "yes," explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.

42.     Has your firm or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction?

☐ Yes      ☐ No

If "yes," explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the conviction and the grounds for the conviction.

43.     Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?

☐ Yes      ☐ No

If "yes," identify on a separate signed page the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.

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| **MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION** PREQUALIFICATION QUESTIONNAIRE |
|---|

## PART III.    FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over $1,000,000 or more (A certificate of a licensed accountant will be required in all cases).

1.    **COMPLETE THIS CERTIFICATE FOR A REVIEW ONLY OF FINANCIAL STATEMENT**

We have reviewed the accompanying financial statement of _____ _____ as of _____. The information included in the financial statement is the representation of the management of the above firm.

Based on our review with the exception of the matter(s) described in the following paragraph(s), we are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in conformity with generally accepted accounting principles.


_____          _____
(Type Name of Firm)                                        (Accountant Signature)


_____          _____
(Telephone Number)                                        (License Number)

(NOTE THIS REVIEW CONSISTS PRINCIPALLY OF INQUIRIES OF MANAGEMENT AND APPROPRIATE ANALYTICAL PROCEDURES APPLIED TO THIS FINANCIAL DATA.  IT IS SUBSTANTIALLY LESS IN SCOPE THAN AN EXAMINATION IN ACCORDANCE WITH GENERALLY ACCEPTED AUDITING STANDARDS, THE OBJECTIVE OF WHICH IS THE EXPRESSION OF AN OPINION REGARDING THE FINANCIAL STATEMENTS TAKEN AS A WHOLE.  ACCORDINGLY, WE HAVE NOT EXPRESSED SUCH AN OPINION.)

## **MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION** PREQUALIFICATION QUESTIONNAIRE

## PART IV.    FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over $1,000,000 or more (A certificate of a licensed accountant will be required in all cases)

## 1.    **COMPLETE THIS CERTIFICATE FOR AN AUDIT OF FINANCIAL STATEMENT**

STATE OF: _____

We have examined the Financial Statement of_____
as of _____.   Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying financial statement included on pages _____ to _____, inclusive, sets forth fairly, in all material respects, the financial condition of _____   as of _____, in conformity with generally accepted accounting principles.


_____          _____
(Type Name of Firm)                                               (Accountant Signature)


_____          _____
(Telephone Number)                                              (License Number)

Special Note to Accountant: the above Certificate of Accountant shall not be made by any individual who is in the regular employ of the individual, partnership or corporation submitting the statement; or by any individual who is a member of the firm with more than ten percent financial interest.

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| MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION PREQUALIFICATION QUESTIONNAIRE |
|---|

## ACCOUNTANT'S RELEASE LETTER

By signing the form below, I authorize the Magnolia Educational & Research Foundation to contact our company's licensed accounting firm to verify our most recent audited or reviewed financial statement. I understand the financial statement is confidential information and is not open to public inspection.

_____
Signature

_____
Printed Name / Title

_____
Company Name

_____
Date

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| ==MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION== PREQUALIFICATION QUESTIONNAIRE |
| --- |

## PREQUALIFICATION STATEMENT FOR

## ==MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION==

Each prospective bidder must have a current and active license at the time of the award and must submit the following information on this form.

## <u>DECLARATION</u>

I, _____(printed name) hereby declare that I am the _____(title) of _____(name of bidder) submitting this Prequalification Statement; that I am duly authorized to execute this Prequalification Statement on behalf of the above-named company; and that all information set forth in this Prequalification Statement and all attachments hereto are, to the best of my knowledge, true, accurate, and complete as of its submission date. I acknowledge that any false statements, inaccuracies or failure to disclose are grounds for disqualification. In executing this Declaration, I hereby permit the ==**Magnolia Educational & Research Foundation**== to contact any owner, school district, contractor, subcontractor, supplier or any other party that the ==**Magnolia Educational & Research Foundation**== deems relevant for purposes of verifying or gathering any information necessary to complete the evaluation of this prequalification submittal.

I declare, under penalty of perjury, that the foregoing is true and correct and that this declaration was

Subscribed at _____ (location and city), County of _____, State of _____, on _____(date).

_____
(Signature)

(If signed by other than the sole proprietor, a general partner, or corporate officer, attach original notarized power of attorney or corporate resolution.)

All information submitted for prequalification evaluation will be considered official information acquired in confidence and the District will maintain its confidentiality to the extent permitted by law.

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| **MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION** PREQUALIFICATION QUESTIONNAIRE SCORING |
|---|

**IMPORTANT INFORMATION: Please note: Declaration under penalty of perjury (last page of questionnaire) is required under State law. Failure to sign form will invalidate the prequalification packet. A passing score in general for prequalification does not guarantee that bidder will be eligible to bid this particular project. Contractors will receive a separate determination as to the overall prequalification dollar limit.**

## CONTACT INFORMATION

Contractor _____
(as it appears on license)

Check one of the following:

☐ Corporation
☐ Partnership
☐ Sole Proprietorship
☐ Joint Venture

Contact Person: _____

Address (City, State, Zip): _____

Phone: _____        Fax: _____

Email: _____     Company Website: _____

Contractor's License Number(s) and Types (Please include expiration date):

_____

_____

_____

Tax ID Number _____

If firm is a sole proprietor or partnership:

Owner(s) of Company _____

Company Union Status:        Union        Non-Union

Minority Status:        MBE        DBE        DVBE        SBE        DBE

Other Minority Certification: _____

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| MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION PREQUALIFICATION QUESTIONNAIRE SCORING |
|---|

## PART I.  ESSENTIAL REQUIREMENTS FOR QUALIFICATION

**Contractor will be immediately disqualified if the answer to any of questions 1 through 6 is "no."[1]**

**To Contractors seeking prequalification as a subcontractor only: You must respond to all Part I questions, however your response to Part I, Question Number 5 will not be rated.**

**Contractor will be immediately disqualified if the answer to any of questions 7, 8, 9 or 10 is "yes."[2]  If the answer to question 9 is "yes," and if debarment would be the sole reason for denial of prequalification, any prequalification issued will exclude the debarment period.**

1.  Contractor possesses a valid and current California Contractor's license for the project or projects for which it intends to submit a bid.

    ☐ Yes ☐ No

2.  Contractor has a liability insurance policy with a policy limit of at least $1,000,000 per occurrence and $2,000,000 aggregate.

    ☐ Yes ☐ No **(Please provide a current Certificate of Insurance as verification)**

3.  Contractor has current workers' compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 *et. seq*.

    ☐ Yes ☐ No ☐ Contractor is exempt from this requirement, because it has no employees

4.  Have you attached your latest copy of a <u>reviewed</u> or <u>audited</u> financial statement with accompanying notes and supplemental information.[3]

    ☐ Yes ☐ No

    **NOTE:  A financial statement that is not either reviewed or audited is not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the**

---

[1]  A "no" answer to Question 4 will not be disqualifying if the contractor is exempt from complying with Question 4, for reasons explained in footnote 3.

[2]  A contractor disqualified solely because of a "Yes" answer given to question 7, 8, or 10 may appeal the disqualification and provide an explanation of the relevant circumstances during the appeal procedure.

[3]  Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is "no more than 25 percent of the qualifying amount provided in section 14837(d)(1)."  As of August 12, 2013, the qualifying amount is $10 million, and 25 percent of that amount, therefore, is $2.5 million.

**required financial statement.**

5.　Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) and authorized to issue bonds in the State of California, which states: (a) that your current bonding capacity is sufficient for the project for which you seek prequalification if you are seeking prequalification for a single project; or (if you are seeking prequalification valid for a year) (b) your current available bonding capacity?[4]

☐ Yes　　☐ No

**NOTE:　Notarized statement must be from the surety company, not an agent or broker. Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

6.　Are you currently registered with the Department of Industrial Relations in accordance with Labor Code section 1725.5?

☐ Yes　　☐ No

If yes, what is your registration number _____.

Please submit proof of registration.

7.　Has your contractor's license been revoked at any time in the last five years, even if such revocation was stayed at any time?

☐ Yes　　☐ No

8.　Has a surety firm completed a contract on your behalf, or paid for completion because your firm was default terminated by the project owner within the last five (5) years?

☐ Yes　　☐ No

9.　At the time of submitting this prequalification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?

☐ Yes　　☐ No

If the answer is "Yes," state the beginning and ending dates of the period of debarment:

_____

---

[4] An additional notarized statement from the surety may be requested by Magnolia Educational & Research Foundation at the time of submission of a bid, if this prequalification package is submitted more than 60 days prior to submission of the bid

10.      At any time during the last five years, has your firm, or any of its owners or officers been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?

☐ Yes     ☐ No

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**MAGNOLIA EDUCATIONAL & RESARCH FOUNDATION PREQUALIFICATION QUESTIONNAIRE SCORING**

**PART II.    ORGANIZATION, HISTORY, ORGANIZATIONAL PERFORMANCE, COMPLIANCE WITH CIVIL AND CRIMINAL LAWS**

**A.    Current Organization and Structure of the Business**

**For Firms That Are Corporations:**

1a.    Date incorporated : _____

1b.    Under the laws of what state: _____

1c.    Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten percent of the corporation's stock.

| Name | Position | Years with Co. | % Ownership | Last four Social Security * |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1d.    Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, "owner" and "partner" refer to ownership of ten percent or more of the business, or 10 percent or more of its stock, if the business is a corporation.**

| Person's Name | Construction Firm | Dates of Person's Participation with Firm |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**For Firms That Are Partnerships:**

1a.    Date of formation: _____

1b.    Under the laws of what state: _____

1c.    Provide all the following information for each partner who owns 10 percent or more of the firm.

| Name | Position | Years with Co. | % Ownership | Last four Social Security #'s |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*last four numbers of Social Security is suitable.

1d.      Identify every construction company that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, "owner" and "partner" refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

| Person's Name | Construction Company | Dates of Person's Participation with Company |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

### For Firms That Are Sole Proprietorships:

1a.      Date of commencement of business. _____

1b.      Social security number of company owner. _____

1c.      Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years. **NOTE: For this question, "owner" and "partner" refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.**

| Person's Name | Construction Company | Dates of Person's Participation with Company |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

### For Firms That Intend to Make a Bid as Part of a Joint Venture:

1a.      Date of commencement of joint venture. _____

1b.      Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects:

| Name of firm | % Ownership of Joint Venture |
|---|---|
| | |
| | |
| | |
| | |

**B.**     **History of the Business and Organizational Performance**

2.  How many years has your organization completed work for public agencies? Years:_____

        **6 or more years=5**
        **5 years=4**
        **4 years=3**
        **3 years=2**
        **1 full year =1**

3.     Has your organization ever been licensed in California under a different name or different license number?

    ☐ Yes    ☐ No

If "yes," please list all name(s) and license number(s), on a separate signed page.

**No=3; Yes= (Adjustment to 2 if reason for different name or different license number is a because of a legal merger.)**

4.     Are you currently prequalified with any other school district?

    ☐ Yes    ☐ No

If yes, please identify the school district(s), with contact information and the dollar rating that you have been prequalified for at such school district(s), on a separate signed page.

**No=0; Yes=3**

5.     Has there been any change in ownership of the firm at any time during the last three years?  **NOTE: A corporation whose shares are publicly traded is not required to answer this question.**

    ☐ Yes    ☐ No

If "yes," explain on a separate signed page.

**No=3; Yes=0**

6.     Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?
**NOTE:  Include information (including license number(s) about other firms if one firm owns 50 percent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.**

    ☐ Yes    ☐ No

If "yes," explain on a separate signed page.  Please include all name(s) and license number(s)

**No=3; Yes=0 (Adjustment to 2 if reason firm is a subsidiary, parent, holding company or affiliate of another construction firm is because of a legal merger.)**

7.  Are any corporate officers, partners or owners connected to any other construction firms? **NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.**

    ☐ Yes    ☐ No

    If "yes," explain on a separate signed page.

    **No=3; Yes =0 (Adjustment to 2 if the name of other construction firms corporate officers, partners or owners are connected to, are connected to current applicant firm by way of legal merger.)**

    List your firm's gross revenues for each of the last three years:

    Year: _____          $_____

    Year: _____          $_____

    Year: _____          $_____

8.  How many years has your organization been in business in California as a contractor under your present business name and license number?    _____ Years

    **6 or more years=5**
    **5 years=4**
    **4 years=3**
    **2-3 years=2**
    **1 full year=1**

9.  Is your firm currently the debtor in a bankruptcy case?

    ☐ Yes    ☐ No

    If "yes," please attach a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed.

    **No=3; Yes=0**

10. If your firm is not currently in bankruptcy, was your firm in bankruptcy at any time during the last five years?

    ☐ Yes    ☐ No

    If "yes," please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and a copy of the Bankruptcy Court's discharge order, or of any other document that ended the case, if no discharge order was issued.

In what type of construction do you specialize?: _____

**No=3; Yes=0**

What was the largest amount of work completed in one year: _____

Number of projects: _____    Year:_____    Amount of Largest Project:_____

**C.    Licenses**

List all California construction license numbers, classifications and expiration dates of the California contractor licenses held by your firm:

_____

_____

If any of your firm's license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

_____

_____

11.    Has your firm changed names or license number in the past five years?

☐ Yes    ☐ No

If "yes," explain on a separate signed page, including the reason for the change.

**No=3; Yes=0 (Adjustment to 2 if reason for changed name or license number because of a legal merger)**

12.    Has any owner, partner or (for corporations) officer of your firm operated a construction firm under any other name in the last five years?

☐ Yes    ☐ No

If "yes," explain on a separate signed page, including the reason for the change.

**No=3; Yes =0 (Adjustment to 2 if name of other firm operated by any owner, partner or (for corporations) officer was or is a firm that legally merged with current applicant firm.)**

13.    Has any CSLB license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years?

☐ Yes    ☐ No

If "yes," please explain on a separate signed sheet.

**No=5; Yes=0**

**D.      Surety and Bonding Information**

Bonding capacity: **Please provide a letter stating bondability from current surety company.** Also, please provide documentation from your surety (not agency) identifying the following: **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Name of bonding company/surety: _____

Name of surety agent/contact person, address and telephone number:

_____

14.      If your firm was required to pay a premium of more than one percent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years, state the percentage that your firm was required to pay.  You may provide an explanation for a percentage rate higher than one percent, if you wish to do so. **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

_____

**No=5**
**Over 1% but not over 1.25%=4**
**Over 1.25% but not over 1.5%=3**
**Over 1.5%=0**

*(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

List all other sureties, not agencies (name, contact person, full address, phone number, largest bond obtained) that have written bonds for your firm during the last five years, including the dates during which each wrote the bonds (If necessary, list on separate signed sheet) **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

_____

_____

_____

15. During the last five years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place during a public construction project when one was required? **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

    ☐ Yes    ☐ No

    If yes, provide details on a separate signed sheet indicating the date when your firm was denied coverage and the name of the company or companies which denied coverage; and the period during which you had no surety bond in place.

    **No=5; Yes=0**

    *(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

16. At any time during the past five years, has any surety company made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private? **NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

    ☐ Yes    ☐ No

    If "yes," explain on a separate signed page the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.

    **No=5**
    **Yes (1 claim)=5**
    **Yes (2 claims)=3**
    **Yes (more than 2 claims)=SUBTRACT 5 points**

    *(NOTE: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)*

17. Has your firm ever failed to complete a contract?

    ☐ Yes    ☐ No

    If "yes," explain on a separate signed page.

**No=3; Yes=0**

How many projects is your firm currently bonded for? _____

What are the contract amounts your firm has currently bonded?

| Contracts | Amount Bonded |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**E.     Insurance**

Insurance Company:

_____

Address: _____

City, State, Zip: _____

Phone Number:_____     Facsimile Number: _____

Contact Person: _____

18.     How long have you been with this insurance company?

_____

**5 or more years=3**
**2 to 4 years=1**
**1 year or less=0**

If less than two years, please list prior insurance companies below:

| Insurance Company | Address | Phone | Contact Person | Year(s) |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

19.     In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?

☐ Yes    ☐ No

If "yes," explain on a separate signed page.  Name the insurance carrier, the form of

insurance and the year of the refusal.

**No=5**
**Yes (1 instance)=5**
**Yes (2 instances)=3**
**Yes (more than 2 instances)=0**

20.    Has your organization ever had insurance terminated by a carrier in the past five (5) years due to an excessive claims history and/or nonpayment of premium?

If "yes," explain on a separate signed sheet.  Name the insurance carrier, the form of insurance, and year of termination.

**No=3; Yes=0**

**F.    Safety Program & Workers' Compensation**

Each bidder shall submit a copy of the Table of Contents from bidder's established safety/injury prevention program which complies with the Contract Documents and all applicable governmental regulations.  After determination of the successful bidder, its subcontractors must submit a copy of their respective safety/injury prevention programs within five (5) days of the District's request.

Bidder: _____

Signature: _____

By: _____

Date: _____

Each bidder shall submit its workers' compensation experience modification factor.  After determination of the successful bidder, its subcontractors must submit their workers compensation modification factor within five (5) days of District's request.

21.     List your firm's Experience Modification Rate (EMR) (California Workers' Compensation Insurance) for each of the past premium years:

        Current Year:                 _____

        Previous Year:               _____

        Year Prior to Previous Year:    _____

        If your EMR for any of these three years is or was 1.25 or higher you may, if you wish, attach a letter of explanation.

        **3 year average EMR of .95 or less=5 points**
        **3 year average EMR of over .95 but no more than 1.0=3 points**
        **Over 1.0=0**

22.     Within the last five years has there ever been a period when your firm had employees but was without workers' compensation insurance or state-approved self-insurance?

        ☐ Yes    ☐ No

        If "yes," please explain the reason for the absence of workers' compensation insurance on a separate signed page. If "No," please provide a statement by your current workers' compensation insurance carrier that verifies periods of workers' compensation insurance coverage for the last five years. (If your firm has been in the construction business for less than five years, provide a statement by your workers' compensation insurance carrier verifying continuous workers' compensation insurance coverage for the period that your firm has been in the construction business.)

        **No=5**
        **Yes (1 instance)=5**
        **Any other answer=0**

**G.    Compliance with Occupational Safety and Health Laws and with Other Labor Legislation Safety**

Each bidder, and its subcontractors, must declare any serious or willful violations of Part 1 (commencing with Section 6300) of Division 5 of the California Labor Code received during the last five years. This information must include all construction work undertaken in the United States by the bidder and any affiliate of the bidder. Separate information shall be submitted for each particular partnership, joint venture, corporation, Limited Liability Company or individual bidder or subcontractor. The bidder or its subcontractors may be requested to submit additional information or explanation of data, which District may require for evaluating the safety record. The term "affiliate" shall mean any firm, corporation, partnership, joint venture, limited liability company or association which is a member, joint venturer or partner of the bidder, or any such entity which owns a substantial interest in, or is owned in common with, the bidder, its subcontractor or any of its members, joint venturers or partners, or any such entity in which the

bidder, its subcontractor, or any of their members, joint venturers or partners own a substantial interest.

23.     Has your firm ever received a serious or willful safety violation during the last five (5) years?

☐ Yes     ☐ No

If "yes," attach a separate signed page describing the violation, including information about the dates, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any.

**No=3**
**Yes=1**
**Yes=0 (more than 1 occasion)**

24.     Has CAL OSHA cited and assessed penalties against your firm for any "serious," "willful" or "repeat" violations of its safety or health regulations in the past five years? **NOTE: If you have filed an appeal of a citation, and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.**

☐ Yes     ☐ No

If "yes," attach a separate signed page describing the citations, including information about the dates of the citations, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any. If the citation was appealed to the Occupational Safety and Health Appeals Board and a decision has been issued, state the case number and the date of the decision.

*If the firm's average gross revenues for the last three years were less than $50 million, scoring is as follows:*

**No=5**
**Yes = (1 instance)=5**
**Yes = (2 instance)=3**
**Yes=(more than 2 instances)=0**

*If the firm's average gross revenues for the last three years were more than $50 million, scoring is as follows:*

**No =5**
**Yes (1,2, or 3 such instances)=5**
**Yes (4 or 5 such instances)=3**
**Yes (more than 5 instances)=0**

25.     Has the federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

☐ Yes     ☐ No

If "yes," attach a separate signed page describing each citation.

*If the firm's average gross revenues for the last three years were less than $50 million, scoring is as follows:*

**No=5**
**Yes=(1 instance)=5**
**Yes (2 instances)=3**
**Yes (more than 2 instances)=0**

*If the firm's average gross revenues for the last three years were more than $50 million, scoring is as follows:*

**No=5**
**Yes (1, 2, or 3 such instances)=5**
**Yes (4 or 5 such instances)=3**
**Yes (more than 5 instances)=0**

26.     Has the EPA or any Air Quality Management District or any Regional Water Quality Control Board or any local authorities cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor, in the past five years? **NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.**

☐ Yes     ☐ No

If "yes," attach a separate signed page describing each citation.

*If the firm's average gross revenues for the last three years were less than $50 million, scoring is as follows:*

**No=5**
**Yes= (1 instance)=5**
**Yes (2 instances)=3**
**Yes (more than 2 instances)=0**

*If the firm's average gross revenues for the last three years were more than $50 million, scoring is as follows:*

**No=5**

**Yes (1, 2, or 3 such instances)=5**
**Yes (4 or 5 such instances)=3**
**Yes (more than 5 instances)=0**

27.    How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project?

        _____

        **Meeting once a week or more=3**
        **Any other=0**

28.    How often do you conduct documented safety inspections on a construction site?

        Daily _____         Weekly _____         Quarterly _____

        **Meeting daily=3**
        **Meeting weekly=1**
        **Any other=0**

29.    Does your firm currently have a safety plan which complies with the current OSHA standards?

        ☐ Yes    ☐ No

        **Yes=3; No=0**

30.    Have any of your subcontractors you retained ever received a serious or willful industrial safety violation during the last five (5) years?

        ☐ Yes    ☐ No

        If "yes," attach a separate signed page listing each subcontractor, its license number and provide a brief explanation.

        **No=3; Yes=1 (1 occasion); Yes=0 (more than 1 occasion)**

**H.    Prevailing Wage and Apprenticeship Compliance Record**

31.    Has there been more than one occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm's failure to comply with the state's prevailing wage laws? **NOTE: This question refers only to your own firm's violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.**

        ☐ Yes    ☐ No

        If "yes," attach a separate signed page or pages, describing the nature of each violation, identifying the name of the project, the date of its completion, the public agency for which

it was constructed; the number of employees who were initially underpaid and the amount of back wages and penalties that you were required to pay.

*If the firm's average gross revenues for the last three years were less than $50million, scoring is as follows:*

**No=5**
**Yes (1 or 2 such instances)=5**
**Yes (3 instances =3**
**Yes (more than 3 instances)=0**

*If the firm's average gross revenues for the last three years were more than $50million, scoring is as follows:*

**No=5**
**Yes (no more than 4 instances)=5**
**Yes (5or 6 instances)=3**
**Yes (more than 6 instances)=0**

32.  During the last five years, has there been more than one occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the **federal** Davis-Bacon prevailing wage requirements?

  ☐ Yes   ☐ No

If "yes," attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid, the amount of back wages you were required to pay along with the amount of any penalty paid.

*If the firm's average gross revenues for the last three years were less than $50million, scoring is as follows:*

**No=5**
**Yes (1 or 2 such instances)=5**
**Yes (3 instances)=3**
**Yes (more than 3 instances)=0**

*If the firm's average gross revenues for the last three years were more than $50million, scoring is as follows:*

**No=5**
**Yes (no more than 4 instances)=5**
**Yes (5 or 6 instances)=3**
**No=5; Yes (1 or 2 such instances)=5;Yes (3 instances)=3**
**Yes (more than 3 instances)=0**

33.    Provide the **name, address and telephone number** of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your company for use on any public work project for which you are awarded a contract by the District.

_____

_____

**If at least one approved apprenticeship program listed=5 points**
**Any other answer=0**

34.    If your firm operates its own State-approved apprenticeship program:

(a)    Identify the craft or crafts in which your firm provided apprenticeship training in the past year.

(b)    State the year in which each such apprenticeship program was approved, and attach evidence of the most recent California Apprenticeship Council approval(s) of your apprenticeship program(s).

(c)    State the number of individuals who were employed by your firm as apprentices at any time during the past three years in each apprenticeship and the number of persons who, during the past three years, completed apprenticeships in each craft while employed by your firm.

_____

_____

_____

**If one or more persons completed an approved apprenticeship program while employed by the firm=5 points;**
**If no persons completed an approved apprenticeship while employed by the firm=0 points**

35.    At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works?  **NOTE:  You may omit reference to any incident that occurred prior to January 1, 1998, if the violation was by a subcontractor and your firm, as general contractor on a project, had no knowledge of the subcontractor's violation at the time they occurred.**

☐ Yes    ☐ No

If "yes," provide the date(s) of such findings, and attach copies of the Department's final decision(s)

*If the firm's average gross revenues for the last three years were less than $50 million, scoring is as follows:*

**No=5**
**Yes (1 or 2 such instances)=5**
**Yes (3 instances)=3**
**Yes (more than 3 instances)=0**

*If the firm's average gross revenues for the last three years were more than $50million, scoring is as follows:*

**No =5**
**Yes (no more than 4 such instances)=5**
**Yes (5 or 6 such instances)=3**
**Yes (more than 6 instances)=0**

**I.** **Disputes**

36. At any time in the last five years has your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner?

    ☐ Yes ☐ No

    If yes, explain on a separate signed page, identifying all such projects by owner, owner's address, the date of completion of the project, amount of liquidated damages assessed and all other information necessary to fully explain the assessment of liquidated damages.

    **No projects with liquidated damages of more than $50,000=5 points**
    **One project with liquidated damages=5 points**
    **Two projects with liquidated damages of more than $50,000=3 points**
    **Any other answer=0 points**

37. In the last five years has your firm, or any firm with which any of your company's owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason? **NOTE: "Associated with" refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 1c or 1d on this form.**

    ☐ Yes ☐ No

    If "yes," explain on a separate signed page. State whether the firm involved was the firm applying for prequalification here or another firm. Identify by name of the company, the name of the person within your firm who was associated with that company, the year of the event, the owner of the project, the project and the basis for the action.

    **No=5; Yes=0**

38.     In the last five years has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?

☐ Yes     ☐ No

If "yes," explain on a separate signed page.  Identify the year of the event, the owner, the project and the basis for the finding by the public agency.

**No=5; Yes=0**

*   *   *   *   *

**NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor.  You need not include information about "pass-through" disputes in which the actual dispute is between a sub-contractor and a project owner.  Also, you may omit reference to all disputes about amounts of less than $50,000.**

39.     In the past five years has any claim **against** your firm concerning your firm's work on a construction project in California been **filed in court or arbitration?**

☐ Yes     ☐ No

If "yes," on separate signed sheets of paper identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending or, if resolved, a brief description of the resolution).

*If the firm's average gross revenues for the last three years were less than $50 million, scoring is as follows:*

**No=5**
**Yes (1 such instances)=5**
**Yes (2 instances)=3**
**Yes (more than 2 instances)=0**

*If the firm's average gross revenues for the last three years were more than $50 million, scoring is as follows:*

**No=5**
**Yes (1, 2, or 3 such instances)=5**
**Yes (4 or 5 such instances)=3**
**Yes (more than 5 instances)=0**

40.     In the past five years has your firm made any claim against a project owner concerning work on a project in California or payment for a contract in California and **filed that claim in court or arbitration**?

☐ Yes     ☐ No

If "yes," on separate signed sheets of paper identify the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).

***If the firm's average gross revenues for the last three years were less than $50 million, scoring is as follows:***

**No=5**
**Yes (1 such instance)=5**
**Yes (2 instances)=3**
**Yes (more than 2 instances)=0**

***If the firm's average gross revenues for the last three years were more than $50 million, scoring is as follows:***

**No=5**
**Yes (1, 2, or 3 such instances)=5**
**Yes (4,or 5 such instances)=3**
**Yes (more than 5 instances)=0**

**J.**     **Criminal Matters and Related Civil Suits**

41.     Has your firm or any of its owners, officers or partners ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?

☐ Yes     ☐ No

If "yes," explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.

**No=5; Yes=SUBTRACT 5 points**

42.     Has your firm or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction?

☐ Yes     ☐ No

If "yes," explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the conviction and the grounds for the conviction.

**No=5; Yes=SUBTRACT 5 points**

43.     Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?

☐ Yes      ☐ No

If "yes," identify on a separate signed page the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.

**No=5; Yes=SUBTRACT 5 points**

# Coversheet

## Approval of CEO Comparable Compensation Data

**Section:**               IV. Action Items
**Item:**                     M. Approval of CEO Comparable Compensation Data
**Purpose:**             Vote
**Submitted by:**
**Related Material:**
IV_M_MPS Executive Compensation Comparability Study March 2024 (2).pdf

# Governing Board of Magnolia Public Schools
## Summary of Compensation and Benefits Survey Data for CEO/Superintendent

## June 2024

Prior to Board action to approve any decisions regarding executive compensation (including approval of base salary increases, incentive compensation, bonuses, etc.), the Board must first exercise due diligence (review of comparable compensation practices) to ensure compliance with IRS restrictions on excess compensation for nonprofit executives, including a charter school CEO/Superintendent. The Board's review and approval of the executive compensation must occur: initially upon hiring the executive; whenever the term of employment, if any, is renewed or extended; and whenever the officer's compensation is modified.

In reviewing the reasonableness of compensation for nonprofit executives, the IRS considers "compensation" broadly and will look at the value of salary, as well as non-fixed compensation (incentive compensation/bonuses), and benefits. If the IRS determines compensation is not reasonable, severe consequences may result.

The following is a summary of findings following review and comparison of a sampling of total compensation levels received by educational leaders in Southern California. Compensation figures are from the State Controller's Office for the 2021 and 2022 calendar years (the most recent available). Student enrollment figures and academic performance standards are from the California School Dashboard for the 2023 calendar year.

The CEO/Superintendent of Magnolia Public Schools oversees ten (10) public schools in Los Angeles, Orange, and San Diego Counties with a total population of approximately 3,586 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The three (3) charter schools and five (5) school districts surveyed in this summary have an average population of approximately 3,924 students.

Of the educational leaders sampled, the average total compensation package (base salary plus other compensation) is approximately $370,742. The average base salary is approximately $306,528. The range of base salary is $251,135 to $389,783. Salaries can range based on many factors such as experience, tenure at the school, student populations, staff size, and location of the charter school.

4876-4400-9392, v. 1

| **Magnolia Public Schools (Los Angeles, Orange, and San Diego Counties)** | **3,586 Students** |
|---|---|
| CEO/Superintendent | |
| **Approximate Total Compensation Package** | **$332,577.12** |
| Current Base Salary | $260,925 |
| Other Compensation (Benefits and Retirement) | $71,652.12 |
| English Language Arts Performance | Orange - Blue |
| Math Performance | Red - Green |
| **Buena Park Elementary School District (Orange County)** | **3,966 Students** |
| Superintendent | |
| **Total Compensation Package** | **$334,442** |
| Base Salary | $269,889 |
| Other Compensation (Benefits and Retirement) | $64,553 |
| English Language Arts Performance | Orange |
| Math Performance | Yellow |
| **Granada Hills Charter High School (Los Angeles County)** | **5,869 Students** |
| Executive Director | |
| **Total Compensation Package** | **$446,512** |
| Base Salary | $368,605 |
| Other Compensation (Benefits and Retirement) | $77,907 |
| English Language Arts Performance | Blue |
| Math Performance | Blue |
| **Cypress Elementary School District (Los Angeles County)** | **3,389 Students** |
| Superintendent | |
| **Total Compensation Package** | **$306,603** |
| Base Salary | $251,135 |
| Other Compensation (Benefits and Retirement) | $55,468 |
| English Language Arts Performance | Green |
| Math Performance | Green |
| **South Pasadena Unified School District (Los Angeles County)** | **4,651 Students** |
| Superintendent | |
| **Total Compensation Package** | **$369,938** |
| Base Salary | $305,328 |
| Other Compensation (Benefits and Retirement) | $64,610 |
| English Language Arts Performance | Blue |
| Math Performance | Blue |
| **Equitas Academy Charter Schools (Los Angeles County)** | **2,003 Students** |
| CEO | |
| **Total Compensation Package** | **$381,448** |
| Base Salary | $324,430 |
| Other Compensation (Benefits and Retirement) | $57,018 |
| English Language Arts Performance | Orange-Yellow |
| Math Performance | Yellow-Green |
| **Fallbrook Union Elementary (San Diego County)** | **4,979 Students** |
| Superintendent | |

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| | |
|---|---|
| **Total Compensation Package** | **$463,032** |
| Base Salary | $389,783 |
| Other Compensation (Benefits and Retirement) | $73,249 |
| English Language Arts Performance | Orange |
| Math Performance | Orange |
| **Helix High (San Diego County)** | **2,502 Students** |
| Executive Director | |
| **Total Compensation Package** | **$310,529** |
| Base Salary | $258,818 |
| Other Compensation (Benefits and Retirement) | $51,711 |
| English Language Arts Performance | Green |
| Math Performance | Green |
| **South Bay Union (San Diego County)** | **4,035 Students** |
| Superintendent | |
| **Total Compensation Package** | **$353,435** |
| Base Salary | $284,236 |
| Other Compensation (Benefits and Retirement) | $69,199 |
| English Language Arts Performance | Yellow |
| Math Performance | Yellow |

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# Coversheet

## Approval of CEO Contract Renewal & 2024-25 CEO Metrics

**Section:**         IV. Action Items
**Item:**            N. Approval of CEO Contract Renewal & 2024-25 CEO Metrics
**Purpose:**         Vote
**Submitted by:**
**Related Material:** IV_N_2024-25 CEO Metrics.pdf

*Appendix A -*

## CHIEF EXECUTIVE OFFICER AND SUPERINTENDENT JOB DESCRIPTION 2024- 2025

**Job Summary:**

The Chief Executive Officer ("CEO") and Superintendent is responsible for the leadership, strategic vision and growth of Magnolia Public Schools (MPS) as an organization, its existing schools, and future schools, as well as assisting the Board of Directors ("Board") in fulfilling its responsibilities. The CEO/Superintendent provides daily operational oversight and guidance with regard to safety, academic achievement, fiscal integrity and compliance with all laws and regulations.

The primary responsibility of the CEO/Superintendent is to carry out the strategic plans and policies as established by the Board, including the academic performance and operations of the existing schools and future campuses and fiscal oversight. The CEO/Superintendent reports to the Board.

For the **2024-25** school year, the six (6) most critical priorities for our organization are:

**(1)** The LACOE charter petition renewals of MSA-1, 2, and 3, and the material revisions for MSA-2 and 5

**(2)** Improve academic achievement through Plan-Do-Study-Act (PDSA) improvement work plans for all schools including schools in differentiated assistance (MSA-1 and MSA-8). Transition schools from (Comprehensive Coordinated Early Intervening Services (CCEIS) disproportionality work. In addition, continue to systemize our community schools model across our organization.

**(3)** Meet all Local Control and Accountability Plan (LCAP) goals as measured by the metrics that MPS uses to track progress toward the expected outcomes (Meet 80% or more of the targets, with the ultimate goal of 100%)

**(4)** Expand and replicate our current and new schools through the Federal Charter School Program (CSP) grant and other philanthropic support

**(5)** Maximize employee satisfaction and retention through targeted initiatives fostering growth, recognition, and a supportive work environment. In addition, attract top talent and enhance candidate experience

**(6)** Meet all capital project targets including the construction of the MSA-5 Capital Project and build out a long range financial projection model in parallel with our capital projects.

*Appendix A (continued)-*

**Job Duties:**
- Provide the leadership, vision, and strategic direction for the school(s);
- Structure the organization of the school(s) to achieve the vision, philosophy and mission;
- Oversee all operations of the school(s) and report to the Board on their progress;
- Assist the Board in the development of governance policies for review and approval;
- Negotiate, on behalf of the Board when duly authorized to do so, all vendor and service
- contracts, orders, licenses, or other agreements of a special nature unless the signing is expressly limited by the Board;
- Oversee all aspects of the school(s) including personnel, financial matters, the academic program, facilities, and operations;
- Work with the Board Chair to draft the agenda for all Board meetings;
- Recommend an annual budget to the Board, including an accounting of federally funded programs as required by applicable guidelines;
- Hire and oversee performance of charter home office staff, and principals whose jobs are to support/lead the operations, academic performance, business, marketing and development work;
- Oversee hiring, supervision, professional development, evaluation and dismissal of all personnel at school(s) and the CMO;
- Oversee the allocation of resources and school model decisions to drive the best balance between financial, operational, and academic concerns;
- Develop an overall human capital strategy and establish career paths within the CMO;
- Build a high performing, consistent data-driven culture at the CMO at all levels of its operations;
- Drive increased performance in the current school(s) and further refine the academic model;
- Determine the scope and sequence of educational programs according to the charter objectives;
- Implement well-researched, creative ways to educate the students in the school(s);
- Serve as primary contact with the State Department of Education;
- Follow all legal mandates from the U.S. Department of Education and the State of California in all aspects related to funding, reporting and regulations associated with charter schools;
- Work with outside counsel to support the legal needs of the organization;
- Assist the Board in seeking donors of time, funds and resources in support of the school(s);
- Manage any required facility acquisition, maintenance and renovation efforts;
- Perform other duties and responsibilities as are customary for the office of the CEO/Superintendent and as may be assigned from time to time by the Board.

*Appendix B -*

## Academic Accountability

- **Authorizer oversight:** All MPS sites will have successful authorizer oversight visits.
- **Accreditation:** All MPS sites will maintain their WASC accreditation.
- **Curriculum:** MPS will strengthen its standards-based curriculum, complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards.
- **MTSS:** MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.
- **Work stream with Attuned:** MPS will collaborate with Attuned for the following work streams:
  - Conducting an instructional quality review and writing a report to determine current effective instructional practices to scale and gap areas for development and planning
  - Developing a TK-12 instructional handbook with current effective practices and recommended instructional initiatives to address gaps
  - Developing a multi-year implementation plan to address the instructional gap areas in the Instructional Quality Report
- **Coaching and teacher/academic leader development with (in)Field:** MPS will partner with (in)Field to meet the following high-level goals:
  - Refine and codify key school-based instructional enabling systems that drive improved performance of teachers and academic proficiency outcomes for students
  - Develop one or more instructional leaders to implement those instructional enabling systems with proficiency
  - Refine and codify the roles of the school based leaders and regional academic leaders related to teacher and leader development
  - Prepare a school-based leader and regional leader to replicate these systems and practices within the Orange County campuses that are set to launch in the coming five years
- **Data visualization:** MPS will implement a data visualization tool to create visual dashboards for student achievement data and key performance indicators.

- **LCAP metrics:** MPS will meet the following academic metrics in the LCAP:

**LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT**
  - **100%** of MPS students will have access to instructional materials.
    *Metric 1.2: Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)*

**LCAP Goal 2: EXCELLENCE**

**ELA/Literacy:**
  - **50%** or more of MPS students will be proficient on the CAASPP-ELA/Literacy assessments, with the ultimate goal of 100% proficiency for all.
    *Metric 2.4: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)*
  - All student groups across MPS will show growth on the CAASPP-ELA/Literacy assessments by a **3-point** or more increase from the prior year as measured by the CA School Dashboard.
    *Metric 2.5: Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)*
  - **50%** or more of MPS students will meet their growth targets on the MAP-Reading assessments, with the ultimate goal of 100%.
    *Metric 2.6: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)*

**Mathematics:**
  - **35%** or more of MPS students will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.
    *Metric 2.8: Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)*
  - All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a **3-point** or more increase from the prior year as measured by the CA School Dashboard.
    *Metric 2.9: Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)*
  - **50%** or more of MPS students will meet their growth targets on the MAP-Mathematics assessments, with the

ultimate goal of 100%.

*Metric 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)*

## LCAP Goal 3: INNOVATION

### College Preparedness:

○ **55%** or more of MPS seniors will earn the "Prepared" designation on the College Career Indicator (CCI) as measured by the CA School Dashboard, with the ultimate goal of 100% preparedness for all.

*Metric 3.4: Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)*

○ **35%** or more of MPS seniors will have completed at least two college courses, with the ultimate goal of 100%.

*Metric 3.9: Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)*

○ **90%** or more of MPS cohort graduates will meet UC/CSU A-G course completion requirements, with the ultimate goal of 100%.

*Metric 3.10: Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)*

○ **60%** or more of MPS seniors will be accepted to a 4-year college.

*Metric 3.17: Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)*

### Innovative Programs/STEAM:

○ All MPS sites will organize a STEAM Festival/EXPO, with **80% or more** of students creating and demonstrating a STEAM focused project, experiment, model or demo, with the ultimate goal of 100%.

*Metric 3.3: Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)*

## LCAP Goal 4: CONNECTION

### School Climate/Engagement of Educational Partners:

○ Average Daily Attendance (ADA) Rate of **92%** or more, with the ultimate goal of 100%

*Metric 4.5: Average Daily Attendance (ADA) Rate based on the P-2 report (Source: SIS)*

- Chronic Absenteeism Rate of **20%** or less, with the ultimate goal of 0%

  *Metric 4.6: Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)*

- Graduation Rate of **95%** or more, with the ultimate goal of 100%

  *Metric 4.9: Graduation Rate (Source: CA School Dashboard, CALPADS)*

- Student Suspension Rate of **2.5%** or less, with the ultimate goal of 0%

  *Metric 4.10: Student Suspension Rate (Source: CA School Dashboard, CALPADS)*

**Personnel and Human Resources (HR)**

- **Maximize employee satisfaction and retention through targeted initiatives fostering growth, recognition, and a supportive work environment.** The People and Culture Department will develop and implement initiatives that will contribute to increased employee retention rates by 3% points to foster a thriving workplace. This will be achieved through the implementation of targeted retention strategies anchored in employee engagement surveys and exit interviews that will be conducted to analyze feedback to identify and address key factors contributing to staff satisfaction and turnover.
- **In Commitment Diversity, Equity, Inclusion and Belonging**: Increase diversity representation across all levels of the organization with a specific focus on underrepresented groups, through targeted recruitment strategies, and diversity training programs. Additionally, implement measures to enhance inclusivity, such as conducting regular diversity climate surveys and implementing recommendations to address areas for improvement, aiming to increase employee satisfaction rating by 3% points with statement "*Overall, I am satisfied and would recommend this school to others*" and other identified inclusivity-related metrics.
- **Attract Top Talent and Enhance Candidate Experience:** Implement a centralized hiring plan across all departments, aiming to streamline the recruitment process, improve hiring efficiency, and enhance candidate experience. This includes consolidating recruitment resources, standardizing hiring procedures, and training hiring managers on the new process, with the goal of reducing time-to-fill and increasing the quality of hires as measured by employee performance ratings.
- **Fidelity to Compliance, Employment Law, and Regulations:** Ensure 100% compliance with labor laws, regulations, and internal policies by consistently monitoring, updating, and enforcing HR policies and procedures. This includes achieving mandated training among all employees and resolving HR-related complaints or issues within required dates of their identification.
- **Career Growth and Development:** Design and implement organizational comprehensive professional development programs aimed at enhancing skills, fostering career advancement, and driving organizational growth that will empower employees.
- **LCAP metrics:** MPS will meet the following HR metrics in the LCAP:

**LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT**

   - The percentage of teaching assignments that have an assignment monitoring outcome of "clear" will be **greater than 85%**. As a result, no MPS site will be on the list of schools identified for Williams Monitoring based on teacher credentials.
   *Metric 1.1: The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)*

- ○ MPS will have a teacher retention rate of **80% or more**, with the ultimate goal of 100%.
  *Metric 1.4: Teacher retention rate (Source: HRIS)*

## LCAP Goal 4: CONNECTION

- ○ School experience survey "participation rate" of **95.0%** staff, with the ultimate goal of 100% participation.
  *Metric 4.12: School experience survey participation rates (Source: Panorama Education)*
- ○ School experience survey "average approval rate" of **80%** for staff, with the ultimate goal of 100% average approval rate. (Average approval rate is based on our staff's responses to ALL the questions on the survey.)
  *Metric 4.13: School experience survey average approval rates (Source: Panorama Education)*
- ○ School experience survey "overall satisfaction rate" of **85%** for staff, with the ultimate goal of 100% overall satisfaction rate (Overall satisfaction rate is based on our staff's response to the question, "Overall, I am satisfied and would recommend this school to other educators.")
  *Metric 4.14: School experience survey overall satisfaction rates (Source: Panorama Education)*

## Operations

- **Management:** Managing, directing operations and making necessary delegations
- **Emergencies:** Managing crisis response teams, leading efforts to resolve emerging crisis situations
- **Health & Safety:** Managing Pandemic, post-pandemic operations including
  - preparing health and safety policies and procedures for staff, students and visitors and keeping it up-to-date, budgeting,
    - Adapting and implementing the MPS Injury and Illness Prevention Policy (IIPP) across all MPS Sites and Home Office
  - Inventory building (tests, PPEs etc.) and follow up of reporting of required submissions to authorizers and/or agencies.
- **Prop 39:** Making sure Prop 39 applications for certain sites are submitted on time, and necessary year-round follow up for further communications with the district are done properly and punctually.
- **IT:** Makes sure that IT needs of schools & home office are properly tracked
  - inventory follow up is properly done
  - aging inventory retired
  - new orders made for all sites and Home Office
  - All IT infrastructures of sites and the Home Office are up-to-date with respect to the contemporary standards for internet, phone systems, network systems etc.
- **Grants:** Making sure the Technology related federal, state and local grants are being utilized at the highest possible level to decrease the cost of IT expenses to the minimum.
- **New Facilities:** Making sure newly owned, occupied, built sites are well designed, and ready to be used with all proper IT infrastructure, furniture and equipment.
- **Policies and procedures:** Making sure all purchase policies and procedures (such as chain of approvals, approval limits of certain approvers, number of quotes required) are properly followed up for all purchases, procurements and reimbursements.
- **Metrics:** MPS will meet the following Operations metrics:
  - The IIPP Plan will be adapted by the board and will be fully implemented across all MPS sites by the end of 2024-25
  - Chromebook count per student ratio will always be 1:1 or more
  - E-Rate and other federal, state program applications will be done in order to make sure the cost of owning and operating IT materials and programs will be minimal.
  - New MPS sites will be completely ready for instruction and utilization as soon as each construction is finalized.
  - All Prop 39 applications will be completed by the respective deadlines of the authorizers.

## LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

- ○ **100%** of MPS students will have access to technology resources.

  *Metric 1.2: Percentage of students without access to technology resources for use at school and at home (Source: Local Indicator Priority 1)*

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<u>**Management & Board Oversight**</u>

- **Communication:** Clear, transparent and timely communication between MPS Home Office and MPS Board with timely reporting of any critical development and communication with other local agencies to the board;
- **Committees:** All committees are to meet each academic year according to a schedule set at the beginning of the academic year. Board members are to conduct committee meetings directly with responsible C-team members. All C-team members should present items directly to corresponding committee members in their respective areas with the CEO serving as facilitator of the discussion;
- **Public relations:** In conjunction with the Board, continue to develop an effective public relation, marketing, and fundraising plan for 2022-23;
- **Philanthropy:** Secure philanthropic support that directly supports the mission and vision for 2022-23. Report annually to the board on C-Team and school site performance;
- **Onboarding:** Train and support new board members appointed due to vacancies and in compliance with the terms of authorizer directions;
- **Metrics:** MPS will meet the following board metrics:
  - Passing reports from authorizer site visits.

**Finance**

- **One-time funds:** Manage post Covid-19 financial uncertainty, utilize one-time state and federal funds effectively;
- **Budgeting:** Justify and explain any significant budget fluctuations during reporting periods to include Adopted Budget, First Interim, Second Interim and Unaudited Actuals and strive towards net income for each site.
- **Compensation:** Improve compensation and support for school site staff; collaborate with all Home Office and school sites to support staff and improve compensation MPS-wide.
- **Capital plan:** Update the five-year capital plan following the bond issuance; Secure private financing for obtaining private facilities for all of the co-located sites;
- **Financial Systems:** Maintain accurate accounting, payroll, cash management, and insurance systems during the fiscal year
- **Audit** - Maintain clean audits MPS, no material deficiencies, restatement of fund balance, or findings.
- **Leadership:** Continue to provide leadership in the areas of financial planning, budgeting, accounting and management of the organization's financial resources;

## Facilities

- **Strategic plan:** Prepare a strategic plan for all schools at Prop 39 facilities;
- **Acquiring facilities:** Support all schools in the process of acquiring their own facilities especially concentrate on MSA-5 securing private facility;
- **Capital improvement projects:** Completion of capital improvement projects funded by grants (for example, CalSHAPE);
- **Asset management:** Implement asset management system to make sure that preventative maintenance action is taken to avoid large unplanned facilities/capital expenditures;
- **Leases:** Oversee, monitor, and maintain current requirements of facility leases;
- **Site support:** Meet with and visit school sites on a regular basis to insure proper support is provided;
- **Grants:** Apply for facility grants such as SB 740 and CSFIG, as applicable;
- **Vision:** Continue overseeing that all physical environments reflect the organization's mission and values as well as enhance learning. Improve fundraising and philanthropic efforts to improve/invest in facilities.

## LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

- All MPS facilities will meet the "good repair" standard. Number of deficiencies and extreme deficiencies for each MPS site will be no **more than one**, with the ultimate goal of zero.

  *Metric 1.3: Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)*

## Educational Partners

- **Enhancing student-teacher engagement through comprehensive home visits.** The Impact Department will focus on increasing student-teacher engagement and community partnership by ensuring that at least 20% of MPS students receive home visits from teachers. This will be achieved through a revision of our structured program that tracks the number of home visits conducted, the percentage of teachers participating, the feedback from families, and actionable steps following the visit by the school staff. Regularly monitoring and reviewing qualitative data results will help inform student success. Additionally, retention rates, attendance, and academic performance will serve as the key performance indicators to help drive this goal.

- **Achieving constructive survey participation.** The Impact Department will seek to enhance the school community's engagement by achieving participation rates of 95% for students and 80% for families across the annual school experience survey in an effort to reach 100% participation for all educational partner groups through strategic outreach and communication efforts, ensuring that survey data accurately reflects the values of the entire school community. We will also collaborate with IT staff to best support caregivers in accessing online surveys. Routine adaptation, monitoring, and targeted strategies will support progress toward full engagement and participation.

- **Boosting school approval rates to foster a positive educational environment.** The Impact Department will work to improve the overall educational environment by increasing the average approval rates on the school experience survey to 65% for students and 95% for families, with the ultimate goal of reaching 100% approval from all groups. This will be achieved through intentional analysis of detailed educational partner feedback from the survey, implementing targeted improvements as needed, and regularly assessing the impact of these changes on approval rates.

- **Elevating overall satisfaction among all educational partner groups.**
  The Impact Department will aim to achieve overall satisfaction rates of 75% for students and 95% for families on the school experience survey, with the north star of 100% satisfaction from all groups. This goal will be supported by identifying key areas for improvement based on survey responses and through implementing targeted initiatives intentionally enhancing the school experience for all educational partners. Regular monitoring and feedback loops will drive continuous improvement between the Home Office and school sites. Our two main focus areas will be increasing a sense of belonging and safety through collaboration with school administration and Magnolia Engagement Team members.

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- **Ensuring high student retention through targeted support and engagement.**
  The Impact Department will focus on ensuring a student retention rate of 85% or more, with the ultimate goal of reaching 100%. This goal will be accomplished through comprehensive support systems with an emphasis on academic, cultural, and emotional needs, regular analysis of entry/exit findings, and the implementation of targeted retention strategies with support from the Family Success Coordinators. Continuous monitoring and adaptive measures in partnership with the Magnolia Engagement Team will help achieve this goal and maintain high retention rates across all school sites.
- **LCAP metrics:** MPS will meet the following Educational Partners metrics in the LCAP:

  **Engagement of Educational Partners:**
  - **15%** or more of MPS students will be home-visited by the teachers per year
    *Metric 4.4: Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)*
    *We are revising our home visit structure and protocols to identify trends, from the qualitative data results, that will help inform student success. Retention rates, attendance, and academic performance will serve as the key performance indicators to help drive this goal.*
  - School experience survey "participation rates" of **95.0%** for students and **75.0%** for families, with the ultimate goal of 100% participation for all groups
    *Metric 4.12: School experience survey participation rates (Source: Panorama Education)*
  - School experience survey "average approval rates" of **65%** for students and **95%** for families, with the ultimate goal of 100% average approval rates for all groups. (Average approval rate is based on our educational partners' responses to ALL the questions on the survey.)
    *Metric 4.13: School experience survey average approval rates (Source: Panorama Education)*
  - School experience survey "overall satisfaction rates" of **75%** for students and **95%** for families, with the ultimate goal of 100% overall satisfaction rates for all groups (Overall satisfaction rate is based on our educational partners' response to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators.")
    *Metric 4.14: School experience survey overall satisfaction rates (Source: Panorama Education)*
  - Student retention rate of **85%** or more, with the ultimate goal of 100%
    *Metric 4.15: Student retention rate (Source: SIS)*

*Appendix C1 -* **TABLE OF MEASURABLE TARGETS IN THE LCAP**

| Department | Measure | LCAP Metric # | Metric | Source | Data Timeline | 2024-25 Target | 2024-25 Outcome | On Target ? | Notes |
|---|---|---|---|---|---|---|---|---|---|
| **Academic Accountability** | | | | | | | | | |
| Academic Accountability | Instructional materials | 1.2 | Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home | Local Indicator Priority 1 | 2024-25 | 0% | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | Performance on CAASPP: ELA | 2.4 | Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments | CDE DataQuest | 2024-25 | ≥ 50% | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | Performance on the CA School Dashboard: ELA | 2.5 | Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments | CA School Dashboard | 2025 Dashboard | 3 points or more increase from prior year<br><br>(schoolwide and for student groups) | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | Performance on MAP: Reading (%) | 2.6 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring | NWEA MAP | Fall 2024 to Spring 2025 | ≥ 50% | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | Performance on CAASPP: Math | 2.8 | Percentage of students who have met or exceeded standard on the CAASPP- | CDE DataQuest | 2024-25 | ≥ 35% | | Yes<br><br>Partial | |

| | | | Mathematics assessments | | | | | No | |
|---|---|---|---|---|---|---|---|---|---|
| Academic Accountability | Performance on the CA School Dashboard: Math | 2.9 | Distance from Standard (DFS) on the CAASPP-Mathematics assessments | CA School Dashboard | 2025 Dashboard | 3 points or more increase from prior year<br><br>(schoolwide and for student groups) | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | Performance on MAP: Math (%) | 2.10 | Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring | NWEA MAP | Fall 2024 to Spring 2025 | ≥ 50% | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | STEAM focused project | 3.3 | Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year | Local Indicator Priority 7, SIS | 2024-25 | ≥ 80% | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | Performance on the CA School Dashboard: CCI | 3.4 | Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI | CA School Dashboard | 2025 Dashboard | ≥ 55% | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | College coursework | 3.9 | Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded | CA School Dashboard, SIS | 2025 Dashboard | ≥ 35% | | Yes<br><br>Partial<br><br>No | |
| Academic Accountability | A-G rate | 3.10 | Percentage of cohort graduates who have successfully completed | CA School Dashboard, CDE DataQuest, | 2025 Dashboard | ≥ 90% | | Yes<br><br>Partial | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | courses that satisfy the requirements for entrance to the UC/CSU (Source:) | CALPADS | | | | No |
| Academic Accountability | College acceptance (4-year) | 3.17 | Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance) | Naviance | 2024-25 | ≥ 60% | | Yes<br><br>Partial<br><br>No |
| Academic Accountability | Student attendance | 4.5 | Average Daily Attendance (ADA) Rate | SIS | 2024-25 P-2 ADA | ≥ 92% | | Yes<br><br>Partial<br><br>No |
| Academic Accountability | Performance on the CA School Dashboard: Chronic Absenteeism | 4.6 | Chronic Absenteeism Rate | CA School Dashboard, SIS | 2025 Dashboard | ≤ 20% | | Yes<br><br>Partial<br><br>No |
| Academic Accountability | Performance on the CA School Dashboard: Graduation Rate | 4.9 | Graduation Rate | CA School Dashboard, CALPADS | 2025 Dashboard | ≥ 95% | | Yes<br><br>Partial<br><br>No |
| Academic Accountability | Performance on the CA School Dashboard: Suspension Rate | 4.10 | Suspension Rate | CA School Dashboard, CALPADS | 2025 Dashboard | ≤ 2.5% | | Yes<br><br>Partial<br><br>No |
| **Personnel and Human Resources (HR)** | | | | | | | | |
| Personnel and Human Resources (HR) | Teacher assignments | 1.1 | The percentage of teaching assignments that have an assignment monitoring outcome of "clear" | Local Indicator Priority 1, CDE DataQuest TAMO by | 2024-25 | > 85% | | Yes<br><br>Partial<br><br>No |

| | | | | FTE Report | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Personnel and Human Resources (HR) | Teacher retention | 1.4 | Teacher retention rate | HRIS | Fall 2024 to Fall 2025 | ≥ 80% OR 3% points or more increase from prior year | | Yes<br><br>Partial<br><br>No | |
| Personnel and Human Resources (HR) | Survey participation (Staff) | 4.12 | School experience survey "participation rates" by staff | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 95% | | Yes<br><br>Partial<br><br>No | |
| Personnel and Human Resources (HR) | Average approval on survey (Staff) | 4.13 | School experience survey "average approval rate" based on the responses of our staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 80% OR 3% points or more increase from prior year | | Yes<br><br>Partial<br><br>No | |
| Personnel and Human Resources (HR) | Overall satisfaction on survey (Staff) | 4.14 | School experience survey "overall satisfaction rate" based on the responses of our staff to the question, "Overall, I am satisfied and would recommend this school to other educators." | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 85% OR 3% points or more increase from prior year | | Yes<br><br>Partial<br><br>No | |
| **Operations** | | | | | | | | | |
| Operations | Instructional technology | 1.2 | Percentage of students without access to technology resources for use at school and at home | Local Indicator Priority 1 | 2024-25 | 0% | | Yes<br><br>Partial<br><br>No | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Facilities** | | | | | | | | | |
| Facilities | Facilities maintenance | 1.3 | Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) | Local Indicator Priority 1 | 2024-25 | ≤ 1 | | Yes Partial No | |
| **Impact** | | | | | | | | | |
| Impact | Home visits | 4.4 | Percentage of students who have been home-visited by the teachers per year | Local Indicator Priority 3, SIS | 2024-25 | ≥ 15% | | Yes Partial No | |
| Impact | Survey participation (Students) | 4.12 | School experience survey "participation rates" by students | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 95% | | Yes Partial No | |
| Impact | Survey participation (Families) | 4.12 | School experience survey "participation rates" by families | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 75% | | Yes Partial No | |
| Impact | Average approval on survey (Students) | 4.13 | School experience survey "average approval rate" based on the responses of our students to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 65% | | Yes Partial No | |
| Impact | Average | 4.13 | School experience survey | Local | 2024-25 | ≥ 95% | | Yes | |

| | approval on survey (Families) | | "average approval rate" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) | Indicator Priority 6, Panorama Education | | | | Partial No | |
|---|---|---|---|---|---|---|---|---|---|
| Impact | Overall satisfaction on survey (Students) | 4.14 | School experience survey "overall satisfaction rate" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students." | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 75% | | Yes Partial No | |
| Impact | Overall satisfaction on survey (Families) | 4.14 | School experience survey "overall satisfaction rate" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other parents." | Local Indicator Priority 6, Panorama Education | 2024-25 | ≥ 95% | | Yes Partial No | |
| Impact | Student retention | 4.15 | Student retention rate | SIS | Spring 2025 to Fall 2025 | ≥ 85% | | Yes Partial No | |

# Coversheet

## MPS Progress towards CDE Significant Disproportionality Compliance

**Section:**          V. Information/Discussion Items
**Item:**          A. MPS Progress towards CDE Significant Disproportionality Compliance
**Purpose:**        Discuss
**Submitted by:**
**Related Material:**
V_A_MPS Excellent Progress toward CDE Significant Disproportionality Compliance.pdf

| | |
|---:|:---|
| Agenda Item: | V A: Information/Discussion Item |
| Date: | June 17, 2024 |
| To: | Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**") |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead(s): | Artis M. Callaham, Ed.D., Director of SPED and Support<br>Krystal Zavala, Special Programs Coordinator |
| RE: | MPS Excellent Progress toward CDE Significant Disproportionality Compliance |

## *Informational Item:*

The CDE Technical Assistance Facilitator (TAF), Dennis Doyle is requesting time to present to the board the excellent progress made by MSA 1, MSA 5, and MSA 2 toward progress on Disproportionality Compliance.

## *Purpose:*

Four of our MPS Schools have been working very diligently with the CDE and our TAF to address the disproportionality of Special Education Student eligibility.

- MSA 1, and 5 - are in Significant Disproportionality for Hispanic (Latino) students for the SLD eligibility. MSA 5 has successfully met the CDE requirement for no longer being in Significant Disproportionality this past 23-24 school year.
- MSA 2 has been in Disproportionality for two years and this school year 23-24, they were found to be out of danger of becoming Significantly Disproportionate.
- MSA San Diego is currently in Significant Disproportionality for White students identified under Other Health Impairment, (OHI).

## *Background:*

The Individuals with Disabilities Education Act (IDEA 2004) requires states and local education agencies (LEAs) to take steps to address disproportionality. Disproportionality refers to the "overrepresentation" of a particular racial or ethnic group in one of four areas:

- special education in general;
- special education within a specific disability category;
- disciplinary action; or
- more restrictive environments.

Annually, LEAs with disproportionate student outcomes for three sequential years for the same racial or ethnic group in the same element or indicator are identified as Significantly Disproportionate by the CDE.

Under IDEA, LEAs with Significant Disproportionality are required to identify and address contributing factors to disproportionality as part of their comprehensive coordinated early intervening services (CCEIS). These systems change efforts require collaborative work between general education and special education.

*Analysis and Impact:*

MSA 1 and 5 have developed and implemented plans to address the disproportionality. The schools provide the state with quarterly reports and amend the plans annually to reduce the disproportionate numbers of students who are over-identified.

MPS schools have implemented the following procedural changes based on the following new board-approved policies over the past three years.

- The Alternative Dispute Resolution Policy
- Reintegration of SPED students into General Education Policy
- ELPAC - domain removal qualifications

*Budget Implications:*
None

*Exhibits:*

- MSA 1- CIM for CCEIS Plan

- MSA 5 - CIM for CCEI Plan

2023 CIM for CCEIS
ABBREVIATED ACTION PLAN

Significant Disproportionality Compliance and Improvement Monitoring (CIM) for Comprehensive Coordinated Early Intervening Services (CCEIS)

Local Educational Agencies (LEAs) who have been approved by the California Department of Education (CDE) to continue their 2022 CCEIS Plan as a 2023 Abbreviated CIM for CCEIS Action Plan should complete this document and submit by September 30, 2023, to the CDE via email: intensivemonitoring@cde.ca.gov.

| LEA Name: MSA 1 | Contact Name: Brad Plonka |
|---|---|
| Contact Email: bplonka@magnoliapublicschools.org | Contact Phone Number: (818) 609-0507 |
| Significant Disproportionality Indicator(s)/Element(s): 10 for Hispanic students with SLD eligibility | |

**CONFIRM COMPLETION OF POLICIES, PRACTICES AND PROCEDURES REVIEW**

The Policies, Practices and Procedures (PPP) Review for significantly disproportionate LEAs should be completed annually. Please list the date of the last Review and note when/how revisions to the PPP were publicly shared.

| Date of Last Policies, Practices and Procedures Review: 3/16/2022; 5/22/2023 |
|---|
| Method/Date PPP Revisions Shared: The annual required process of reviewing MSA-1's policies, practices, and procedures related to our significant disproportionality took place on two levels: Our first level of PPP review was conducted at a centralized level at our Magnolia Public Schools (MPS) Administrative Offices.

Our Director of Special Education and our Director of EL and ELA Programs reviewed board policies and implementation of programs related to our Hispanic SLD Indicator and determined that a policy with codified procedures to address the needs of our EL students prior to referral to a Student Study Team for special education assessment would better serve the language and learning needs of our students.

At the second specific site level, it was recommended that those designated processes and step by step procedures be developed with an accompanying policy that will be beta tested during the 2023-24 school year with our MSA-1 Target Population acting as a test bed. The results will serve as proof of concept. The prototype will be adjusted based upon outcomes and feedback and will then be brought to the MPS Board for approval and subsequent implementation at all MSA sites the following year.
Additional PPP findings: the newly implemented Reintegration Policy for all MPS Schools that was developed through our last CCEIS Plan has had a positive impact on student outcomes consistent with the goals set forth in the previous plan. In-depth reviews of designated  students' academic |

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functioning and progress were systematically conducted with the desired effect and qualified students were exited where IEP goals had been fully met, students have demonstrated grade level proficiency for two consecutive years based on formative and summative assessments.

Finally, our EL Master plan has recently been revised to incorporate more support for specific EL special education students. Those students who qualify may have one domain of the ELPAC removed if there is a clear connection between a student's special education eligibility that is clearly aligned with their difficulty in passing a related particular domain of the ELPAC exam. This revision in the EL Master plan was presented to the MPS Board on August 10 of 2023 for implementation beginning in the 23-24 school year. Upon approval, the new policy was shared publicly on our MPS website and broadly disseminated internally to all sites along with necessary professional development to ensure fidelity in implementation.

The PPP review and plans for new policies were discussed at our Joint CIM for CCEIS/Ed Partners meeting on June 13, 202, and September 26, 2023.

**IDENTIFY TARGET POPULATION**

Individuals with Disabilities Education Act (IDEA) funds reserved for CCEIS are for students in the LEA who are, "particularly, but not exclusively, children in those groups that were significantly over-identified, including children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities." (See 34 *CFR* Section 300.646(d)(2).) "An LEA may not limit comprehensive CEIS...to children with disabilities." (See 34 *CFR* Section 300.646(d)(3).

Please describe the LEA selected criteria for the students that will be provided CCEIS with the 2023 CIM for CCEIS budget. Include the disaggregated breakdown of the Target Population by race and ethnicity.

We recalculated our data using the NYU Steinhardt Assessment tool, just as we had previously validated consecutive year risk ratios that led to our Hispanic SLD significant disproportionality at MSA-1. While Hispanic students make up 90.3% of the district population they make up 96.3% of students in the district classified as having a disability. Additionally, of those Hispanic Students with disabilities, 81% are classified as having a learning disability. Our team conducted file reviews and determined the unmistakable pattern that our case study reveals: our Hispanic SLD pupils are indeed dually identified as Students with a Disability and as an English Learner. Our file reviews and quantitative data focused on ELPAC data from 2019 through 2022, stakeholder surveys, and individual IEP and enrollment student cumulative records. Our team also noted that students who were dually identified as both EL and SWD had a low rate of reclassification from year to year on the ELPAC. The lowest scores achieved by students who were dually identified as EL and as a Student with a Disability on the ELPAC were in the area of reading.

Our case study of our overidentified Hispanic SLD (root causes) can be summed up as English Language Learners (including Long Term English Learners and students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade expectancy in Reading and/or Mathematics. They are further characterized as not having had robust, comprehensive ELD prior to enrollment at Magnolia Public Schools.

Five previously identified Target Population students who met their goals are being exited and will continue to be monitored for at least a two year period. Therefore, for the 23-25 target group MSA 1 will identify an additional 10, primarily Hispanic, general education students who meet the above criteria - - specifically pupils who are currently or are at risk of becoming LTEL's. The team will review 6th and 7th grade students who meet the aforementioned criteria. RFEP students who are having difficulty

9/26/2023 Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA

may also be considered for participation in the Target Population. 21 specific students will be in the target population for 23-25.

Complete the table below **using estimates from current student data.** Actual numbers of targeted students served will be provided on the Quarterly Progress and Expenditure Reports.

| Estimated Number of Students to Receive CCEIS | | |
|---|---|---|
| 2023 CCEIS Service Period: July 1, 2023, to September 30, 2025 | Estimated number of students currently _not_ identified as needing Special Education that will receive CCEIS | Estimated number of students _currently identified_ as needing Special Education that will receive CCEIS |
| Total Students to be served during this 27-month period _(non-duplicative count)_ | 21 | 0 |

## 2023 BUDGET ALLOCATION

Provide the Fiscal Year 2022–23 allocation awarded for Resource Codes 3310 and 3315.

| 2022 Resource **3310** Allocation | 2022 Resource **3315** Allocation |
|---|---|
| $ 108,931.00 | $ |

Provide the Fiscal Year 2023–24 allocation awarded for Resource Codes 3310 and 3315.
(Provide the 2023 allocations the Special Education Local Plan Area provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.)

| 2023 Resource **3310** Allocation | 2023 Resource **3315** Allocation |
|---|---|
| $ 91,847.82 | $ |

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2023–24 allocations the LEA was awarded for resource codes 3310 and 3315:

| 2023 CCEIS Resource 3312 **3312** = 15% of 3310 | | 2023 CCEIS Resource 3318 **3318 = 15% of 3315** | | Total 2023 CIM for CCEIS Budget (3312 plus 3318) |
|---|---|---|---|---|
| $ 13,777.17 | **plus** | $ | **equals** | $ 13,777.17 |

The above 15 percent set-aside amounts will be the 2023-24 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource Code 3318) and should be expended and reported accurately in quarterly CIM for CCEIS Progress and Expenditure Reports.

## ALLOWABLE COSTS BUDGET

Please use the Total 2023 CIM for CCEIS Budget indicated above to complete the 2023 Allowable Costs Budget. Complete the table below to reflect the **Total 2023 CIM for CCEIS Budget** as reported on the

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9/26/2023 Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA

2023 Budget Allocation. CCEIS expenses for 2023 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf. The 2023 CCEIS period is July 1, 2023, through September 30, 2025. The CCEIS 15 percent set-aside must be fully expended by September 30, 2025.

| 2023 Budget Line Items | Brief Description of 2023 CCEIS Activities | Amount for each CCEIS Activity |
|---|---|---|
| 1000–Certified Salaries | CCEIS Coordinator will provide facilitation, guidance, and support to ensure the CCEIS plan is carried out. | $7000.00 |
| 2000–Classified Salaries | | $0 |
| 3000–Employee Benefits | | $1,750.00 |
| 4000–Materials and Supplies | Software for EL software and training | $2,000.00 |
| 5000–Services and Other Operating Costs | | $0 |
| 5100–Contract Services (ICR cannot be used for Object Code 5100) | Professional Development | $0 |
| 5800–Contract Services* | Working with consultant through CCEIS process | $2,663.46 |
| 7300–Indirect Cost Rate (ICR) CDE-approved rate of __2.64___ percent) | | $363.71 |
| Total Amount for 2023 CCEIS Activities. The amount must equal the Total 2023 CCEIS Budget as indicated on the 2023 Budget Allocation Summary. | | $13,777.17 |

*Services for the same vendor are capped at $25,000 in 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

Signature of fiscal/business agents validate the accuracy of the information reported:

| LEA Business Fiscal Officer (Print Name & Signature) | Date Signed: <br><br> Contact Phone: |
|---|---|
| SELPA Business Fiscal Officer (Print Name & Signature) | Date Signed: <br><br> Contact Phone: |

**Note:** *This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the 2023 CIM for CCEIS Padlet.*

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9/26/2023 Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA

**2023 Abbreviated CIM for CCEIS Action Plan**

Please provide any needed changes to the approved 2022 CCEIS Action Plan to indicate the activities that will be funded with the 2023 CIM for CCEIS budget. Including:

- If needed, adjust measurable outcomes and activities based on data from implementation of the 2022 CCEIS Plan

- As appropriate, adjust the contents of the 2022 CCEIS Action Plan to reflect the July 1, 2023–September 30, 2025, CCEIS period (update timelines, responsible staff, target population, activities, etc.)

| Measurable Outcome # 1 | Indicator(s)/Element(s) | Root Causes | Target Population |
|---|---|---|---|
| By June of 2025, at least 80 % of the MSA 1 target population will show at least one level of improvement on the ELPAC in the Reading domain. | Indicator 10 | The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors | 21 primarily Hispanic Students who are EL learners and/or approaching LTEL status in Grades 6 and 7 |

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|---|---|---|
| Activity 1.1: School will enhance CCEIS target population interventions by having staff members trained to implement English 3D, a program designed to accelerate language development for ELs who lack advanced linguistic knowledge and skills. The additional Instruction began in the 23-24 school year. | CCEIS interventionist, school leadership team | Training began with 22-23 school year; Instruction began 23-24 school year and is ongoing | ELPAC assessment results CCEIS Target Population Progress Monitoring Data: MAP, IAB, English 3D Data, SBAC results | CCEIS |

| Measurable Outcome # 2 | Indicator(s)/Element(s) | Root Causes | Target Population |
|---|---|---|---|
| By June of 2025 - Approximately 30% percent of students in the target | ELPAC Assessment Results and other | Correlation between LTEL's and SLD | 21 primarily Hispanic Students who are EL learners and/or |

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| population will be Reclassified as Fluent English Proficient (RFEP). | reclassification requirements | identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors | approaching LTEL status in Grades 6 and 7 |

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|---|---|---|
| Activity 2.1: For ELPAC testing universal testing accommodations will be implemented for all students in the CCEIS Target Population; smaller group settings will be provided, as will additional proctoring. Students will be instructed on how to access and utilize universal ELPAC testing accommodations | ELPAC Coordinator and Testing Coordinator | Beginning with 23-24 school year and ongoing | ELPAC Test Results | CCEIS and |

| Measurable Outcome # 3 | Indicator(s)/Element(s) | Root Causes | Target Population |
|---|---|---|---|
| Target Population students will show an increase of at least one English Language Proficiency Indicator (ELPI) level as evidenced by ELPAC results. | Indicator 10 | The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors | 21 primarily Hispanic Students who are EL learners and/or approaching LTEL status in Grades 6 and 7 |

9/26/2023 Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|---|---|---|
| Activity 3.1: ELD formative assessments of EL students on the Target Population will provide the basis for more concentrated and targeted ELD interventions during small group instruction. Target population students will receive extra support during tutoring and Saturday School. | ELPAC Coordinator and Testing Coordinator | Beginning with 23-24 school year and ongoing | ELPAC Test Results | CCEIS and Title 3 funds |
| Activity 3.2: External factors impacting the Target Population will be addressed by wrap-around services brokered through the Community Schools Grant. | CCEIS interventionist and Director of Community Schools and Partner Engagement | Beginning with 23-24 school year and ongoing | Attendance data, chronic absenteeism data, family support referrals, social worker caseloads | CCEIS and Community Schools Grant |

| Measurable Outcome #4 | Indicator(s)/Element(s) | Root Causes | Target Population |
|---|---|---|---|
| By June 2024, complete a pilot study of pre-referral steps utilizing the Target Population as a test bed with a goal of Magnolia Public Schools system wide implementation in the 24-25 school year. | Indicator 10 | The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors | Latino Students who are EL learners in or approaching LTEL status Grades 6 and 7 |

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|---|---|---|
| Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA | EL Coordinator CCEIS Interventionist | Pilot would run 23-24 school year | Questionnaires and checklists provided by the | CCEIS funds |

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9/26/2023 Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA

| including cumulative file checks, English Learner extrinsic factors, English Learner Parent, Teacher and Student Questionnaires | Director of Special Education<br><br>Special Programs Coordinator | | Imperial County SELPA | |
| --- | --- | --- | --- | --- |

*Duplicate the tables above for each additional Measurable Outcome and Activities.*

**Abbreviated CIM for CCEIS Plan Signatures**

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the Abbreviated CIM for CCEIS Action Plan using the 2023 CIM for CCEIS Budget.

| Printed Name and Signature | Date |
| --- | --- |
| | |

LEA Superintendent

| | |
| --- | --- |

Special Education Director

| | |
| --- | --- |

School Board Chairperson

| | |
| --- | --- |

SELPA Director

Submit completed plan to intensivemonitoring@cde.ca.gov by September 30, 2023.

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9/26/2023 Activity 4.1: Utilize the tools and checklists provided by the Imperial County SELPA

**2023 CIM for CCEIS ABBREVIATED ACTION PLAN**

Significant Disproportionality Compliance and Improvement Monitoring (CIM) for Comprehensive Coordinated Early Intervening Services (CCEIS)

Local Educational Agencies (LEAs) who have been approved by the California Department of Education (CDE) to continue their 2022 CCEIS Plan as a 2023 Abbreviated CIM for CCEIS Action Plan should complete this document and submit by September 30, 2023, to the CDE via email: intensivemonitoring@cde.ca.gov.

| LEA Name: Magnolia Science Academy 5 | Contact Name: Ali Kaplan |
|---|---|
| Contact Email: akaplan@magnoliapublicschools.org | Contact Phone Number: 818-609-0507 |
| Significant Disproportionality Indicator(s)/Element(s): Element 10 Hispanic/ Specific Learning Disability (SLD) | |

**CONFIRM COMPLETION OF POLICIES, PRACTICES AND PROCEDURES REVIEW**

The Policies, Practices and Procedures (PPP) Review for significantly disproportionate LEAs should be completed annually. Please list the date of the last Review and note when/how revisions to the PPP were publicly shared.

| Date of Last Policies, Practices and Procedures Review: 3/16/2022, 5/22/2023 |
|---|
| Method/Date PPP Revisions Shared: The annual required process of reviewing MSA-5's policies, practices, and procedures related to our significant disproportionality took place on two levels: Our first level of PPP review was conducted at a centralized level at our Magnolia Public Schools (MPS) Administrative Offices.

Our Director of Special Education and our Director of EL and ELA Programs reviewed board policies and implementation of programs related to our Hispanic SLD Indicator and determined that a policy with codified procedures to address the needs of our EL students prior to referral to a Student Study Team for special education assessment would better serve the language and learning needs of our students.

At the second specific site level, it was recommended that those designated processes and step by step procedures be developed with an accompanying policy that will be beta tested during the 2023-24 school year with our MSA-5 Target Population acting as a test bed. The results will serve as proof of concept. The prototype will be adjusted based upon outcomes and feedback and will then be brought to the MPS Board for approval and subsequent implementation at all MSA sites the following year.

Additional PPP findings: the newly implemented Reintegration Policy for all MPS Schools that was developed through our last CCEIS Plan has had a positive impact on student outcomes consistent |

9/26/2023

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with the goals set forth in the previous plan. In-depth reviews of designated  students' academic functioning and progress were systematically conducted with the desired effect and qualified students were exited where IEP goals had been fully met, students have demonstrated grade level proficiency for two consecutive years based on formative and summative assessments.

Finally, our EL Master plan has recently been revised to incorporate more support for specific EL special education students. Those students  who qualify may have one domain of the ELPAC removed if there is a clear connection between a student's special education eligibility that is clearly aligned with their difficulty in passing a related particular domain of the ELPAC exam. This revision in the EL Master plan was presented to the MPS Board on August 10 of 2023 for implementation beginning in the 23-24 school year. Upon approval, the new policy was shared publicly on our MPS website and broadly disseminated internally to all sites along with necessary professional development to ensure fidelity in implementation.

The PPP review and plans for new policies were discussed at our Joint CIM for CCEIS/Ed Partners meeting on June 13, 2023 and September 26, 2023.

## IDENTIFY TARGET POPULATION

Individuals with Disabilities Education Act (IDEA) funds reserved for CCEIS are for students in the LEA who are, "particularly, but not exclusively, children in those groups that were significantly over-identified, including children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities." (See 34 *CFR* Section 300.646(d)(2).) "An LEA may not limit comprehensive CEIS...to children with disabilities." (See 34 *CFR* Section 300.646(d)(3).

Please describe the LEA selected criteria for the students that will be provided CCEIS with the 2023 CIM for CCEIS budget. Include the disaggregated breakdown of the Target Population by race and ethnicity.

A Total of ten 6th and 7th grade general education students who are English Language Learners (including Long Term English Learners* and/or students At Risk of becoming LTEL) who had not met proficiency levels on the ELPAC prior to enrollment, and are performing at least one year below grade level expectancy in Reading and/or Mathematics. English Learner data: Our 6th grade Target Population includes 2 Hispanic students who are LTEL, 2 who are at risk of becoming LTEL, and 2 who are newcomers. Our 7th grade Target Population includes 4 students who are LTEL, and 2 who have scored 4's on the ELPAC test but are not able to reclassify in other reclassification requirements. EL students who have been referred to SSPT and require targeted interventions prior to referral for special education are a priority to avoid over identification of Hispanic SLD. Root causes also included students who had been reclassified but subsequently were not making adequate progress. For the 23-25 targeted group MSA 5 will identify additional students who meet this criteria.

*Students in the target population who have scored below 4 on the ELPAC test for more than 5 years are considered LTELs.

Complete the table below **using estimates from current student data.** Actual numbers of targeted students served will be provided on the Quarterly Progress and Expenditure Reports.

| Estimated Number of Students to Receive CCEIS |
| --- |

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9/26/2023

| 2023 CCEIS Service Period: July 1, 2023, to September 30, 2025 | Estimated number of students currently _not_ identified as needing Special Education that will receive CCEIS | Estimated number of students _currently identified_ as needing Special Education that will receive CCEIS |
|---|---|---|
| Total Students to be served during this 27-month period _(non-duplicative count)_ | 10 | 0 |

## 2023 BUDGET ALLOCATION

Provide the Fiscal Year 2022–23 allocation awarded for Resource Codes 3310 and 3315.

| 2022 Resource **3310** Allocation | 2022 Resource **3315** Allocation |
|---|---|
| $ 36,261.00 | $ |

Provide the Fiscal Year 2023–24 allocation awarded for Resource Codes 3310 and 3315.
(Provide the 2023 allocations the Special Education Local Plan Area provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.)

| 2023 Resource **3310** Allocation | 2023 Resource **3315** Allocation |
|---|---|
| $ 29,900 | $ |

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2023–24 allocations the LEA was awarded for resource codes 3310 and 3315:

| 2023 CCEIS Resource 3312 **3312** = 15% of 3310 | | 2023 CCEIS Resource 3318 **3318 = 15% of 3315** | | **Total 2023 CIM for CCEIS Budget (3312 plus 3318)** |
|---|---|---|---|---|
| $ 4,485.00 | **plus** | $ | **equals** | $ 4,485.00 |

The above 15 percent set-aside amounts will be the 2023-24 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CIM for CCEIS Progress and Expenditure Reports.

## ALLOWABLE COSTS BUDGET

Please use the Total 2023 CIM for CCEIS Budget indicated above to complete the 2023 Allowable Costs Budget. Complete the table below to reflect the **Total 2023 CIM for CCEIS Budget** as reported on the 2023 Budget Allocation. CCEIS expenses for 2023 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf. The 2023 CCEIS period is July 1, 2023, through September 30, 2025. The CCEIS 15 percent set-aside must be fully expended by September 30, 2025.

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| 2023 Budget Line Items | Brief Description of 2023 CCEIS Activities | Amount for each CCEIS Activity |
|---|---|---|
| 1000–Certified Salaries | | $00 |
| 2000–Classified Salaries | He (Edgar) is providing CCEIS focus students during SSR classes, working on students' achievement gap | $3,363.75 |
| 3000–Employee Benefits | Benefit | $1,121.25 |
| 4000–Materials and Supplies | | $00 |
| 5000–Services and Other Operating Costs | | $00 |
| 5100–Contract Services (ICR cannot be used for Object Code 5100) | | $00 |
| 5800–Contract Services* | | $00 |
| 7300–Indirect Cost Rate (ICR) CDE-approved rate of _____ percent) | | $00 |
| Total Amount for 2023 CCEIS Activities. The amount must equal the Total 2023 CCEIS Budget as indicated on the 2023 Budget Allocation Summary. | | $4,485.00 |

*Services for the same vendor are capped at $25,000 in 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

Signature of fiscal/business agents validate the accuracy of the information reported:

| LEA Business Fiscal Officer (Print Name & Signature) | Date Signed: <br><br> Contact Phone: |
|---|---|
| SELPA Business Fiscal Officer (Print Name & Signature) | Date Signed: <br><br> Contact Phone: |

**Note:** *This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the 2023 CIM for CCEIS Padlet.*

**2023 Abbreviated CIM for CCEIS Action Plan**

Please provide any needed changes to the approved 2022 CCEIS Action Plan to indicate the activities that will be funded with the 2023 CIM for CCEIS budget. Including:

- If needed, adjust measurable outcomes and activities based on data from implementation of the 2022 CCEIS Plan

- As appropriate, adjust the contents of the 2022 CCEIS Action Plan to reflect the July 1, 2023–September 30, 2025, CCEIS period (update timelines, responsible staff, target population, activities, etc.)

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| Measurable Outcome # 1 | Indicator(s)/Element(s) | Root Causes | Target Population |
|---|---|---|---|
| By June of 2025, Los Lobos 10, our Target population, will show an increase of 10% or more in Math and Reading RIT scores as measured in NWEA assessments. | Indicator 10 | The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors | Latino Students who are EL learners in or approaching LTEL status in Grades 6 and 7 |
| | | | |

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|---|---|---|
| Activity 1.1: Los Lobos Target population students completion of assignments will be monitored on a daily basis and information provided by teachers will be communicated to students, tutors, and parents. | EL Coordinator<br><br>Los Lobos Coach | Beginning with the 23-24 school year and ongoing | Math and Reading RIT scores as measured in NWEA assessments. | CCEIS and Title 1 |
| Activity 1.2: ELD formative assessments of EL students on the Los Lobos 10 Target Population will provide the basis for more concentrated and targeted ELD interventions. | EL Coordinator<br><br>Los Lobos Coach | Beginning with the 23-24 school year and ongoing | ELPAC and related ELD formative assessments | CCEIS and Title 3 |

| Measurable Outcome # 2 | Indicator(s)/Element(s) | Root Causes | Target Population |
|---|---|---|---|
| By June of 2025, Each individual student within Los Lobos 10 target population will show an increase of 10% in attendance. | Indicator 10 | The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and | Latino Students who are EL learners in or approaching LTEL status in Grades 6 and 7 |

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|  |  | inconsistent ELD due to external socioeconomic factors |  |
| --- | --- | --- | --- |
|  |  |  |  |

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
| --- | --- | --- | --- | --- |
| Activity 2.1: Our Los Lobos 10 coach will monitor daily attendance, health & well being of the target population and will refer families to Mitchell Family Counseling and The Chicago School of Professional Psychology in coordination with our Director of Student Services and Director of Community Schools and Partner Engagement. | EL Coordinator<br><br>Los Lobos 10 Coach<br><br>Director of Community Schools and Partner Engagement<br><br>Director of Student Services | Beginning with the 23-24 school year and ongoing | Attendance data, chronic absenteeism data, family support referrals, social worker caseloads | CCEIS funds, Title 1, and Community Schools Grant |
| Activity 2.2: Ensure that all Target Population students and their families receive current legal requirements in focused letters that provide education regarding attendance | EL Coordinator<br><br>Los Lobos 10 Coach<br><br>Director of Community Schools and Partner Engagement<br><br>Director of Student Services | Beginning with the 23-24 school year and ongoing | Attendance data, chronic absenteeism data, family support referrals, social worker caseloads | CCEIS funds, Title 1, and Community Schools Grant |

| Measurable Outcome #3 | Indicator(s)/Element(s) | Root Causes | Target Population |
| --- | --- | --- | --- |
| By June 2024, complete a pilot study of pre-referral steps utilizing the Target Population as a test bed with a goal of Magnolia Public Schools system wide implementation in the 24-25 school year. | Indicator 10 | The CIM team determined a direct correlation between LTEL's and SLD identification; chronic absenteeism and inconsistent ELD due to external socioeconomic factors | Latino Students who are EL learners in or approaching LTEL status Grades 6 and 7 |

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|  |  |  |  |  |
|---|---|---|---|---|

| Activity | Staff Responsible for Implementation and Monitoring | Timeline | Data Sources/ Methods for Evaluating Progress | Funding Sources and Types of Expenditures |
|---|---|---|---|---|
| Activity 3.1: Utilize the tools and checklists provided by the Imperial County SELPA including cumulative file checks, English Learner extrinsic factors, English Learner Parent, Teacher and Student Questionnaires | EL Coordinator<br><br>Los Lobos 10 Coach<br><br>Director of Special Education<br><br>Special Programs Coordinator | Pilot would run 23-24 school year | Questionnaires and checklists provided by the Imperial County SELPA | CCEIS funds |

*Duplicate the tables above for each additional Measurable Outcome and Activities.*

**Abbreviated CIM for CCEIS Plan Signatures**

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the Abbreviated CIM for CCEIS Action Plan using the 2023 CIM for CCEIS Budget.

| Printed Name and Signature | Date |
|---|---|
|  |  |

LEA Superintendent

|  |  |
|---|---|

Special Education Director

|  |  |
|---|---|

School Board Chairperson

|  |  |
|---|---|

SELPA Director

Submit completed plan to intensivemonitoring@cde.ca.gov by September 30, 2023.

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